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ABSTRACT

These student materials are designed to accompany the Educational and Career Planning Instructional Guide. Page numbers are consistent with the numbering in that guide. The guide's seven units cover the following topics: (1) goals; (2) decision making; (3) a look at the future (outlook of careers, sources of career outlook information); (4) making career plans; (5) exploring the high school curriculum; (6) making a tentative four-year high school schedule; and (7) educational/training alternatives after high school. Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit provides terms and definitions. (YLB)

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Educational And Career Planning Instructional Guide

Student Materials

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NOTE: Page numbers are consistent with the numbering found in the Instructional Guide.

UNIT I

GOALS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Goal--something you wish to do; may be a need, want, or desire

2. Long-range goal--something you wish to do that can be done in a time period ranging from one year through a lifetime

3. Short-range goal--something you wish to do that can be done in a time period ranging from the present moment up to one year

4. Specific behaviors--those things you must do to reach a goal

5. Realistic--facing facts as they really are; those things that can be done

UNIT I

GOALS

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following words, using the five words in **INFORMATION SHEET 1.**

1. Something you wish to do which can be done in a time period ranging from the present moment up to one year.

   trhos ernag loag _____ _____ _____

2. Something you wish to do; may be a need, want, or desire.

   loga _____

3. Something you wish to do which can be done in a time period ranging from one year up through a lifetime.

   gnol ernag loga _____ _____ _____

4. Those things you must do to reach a goal.

   icfciesp ehbvaoirs _____ _____

5. Facing facts as they really are; those things that can be done.

   arlesiitc _____

UNIT I

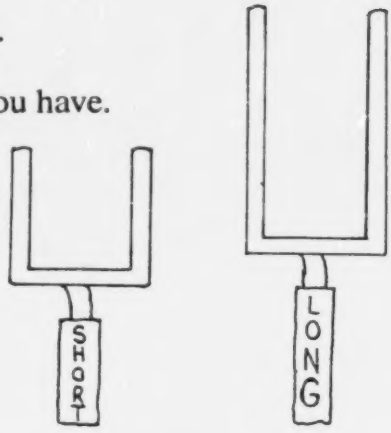
GOALS

INFORMATION SHEET 2--LEARNING ABOUT GOALS

I. What Is a Goal?

A. A goal is something that you wish to do.

B. It may be a need, want, or desire that you have.



II. There Can Be Two Types of Goals

A. Short-range goals

B. Long-range goals

III. Reasons for Setting Goals

A. Clarifies your needs, wants, and desires

B. Gives you control, rather than leaving the things that happen to you to chance

C. Gives your life direction

D. Gives you something to which to look forward

E. Helps you plan your career and personal life

IV. Steps for Reaching Goals

A. Decide what it is that you want, need, or desire.

B. Think of what you want in terms of specific behaviors.

EXAMPLE: I want to be in Hawaii within two years.

C. State your goal by using action verbs.

D. Think of those things you can do to help you reach the goal you set (specific behaviors).

E. Arrange the specific behaviors needed to reach your goal into the order in which they need to be completed.

F. Assign a reasonable time for the goal to be reached.

G. Decide whether your goal was reached as you planned it to be.

V. Things to Remember about Setting Goals

A. Setting goals that are unreachable will only make you lose your motivation for reaching other goals.

EXAMPLE: A six-year old boy stating that he will be a multimillionaire by the time he is eight.

B. Setting too many goals may make you confused.

C. Set realistic limits for achieving goals.

D. Revise and update your goals as your needs, wants, and desires change.

VI. Setting Career Goals

A. For a happier life, your career goals should be matched to the personal goals you have set.

1. You should know what type of lifestyle you want.

a. Where you want to live

b. The amount of money you wish to have for both wants and needs

c. The amount of hours you want to have for leisure

EXAMPLE: Theresa's personal goal is to spend as much time as possible with her family; her career goal is to be a doctor. Knowing what you do about the hours a doctor works, would Theresa's personal and career goals match?

2. You should know if lasting relationships are important to you.

   EXAMPLE: A career that requires you to move often will have an effect on your friendships, even though you may make new friends.

B. Your career goals should be realistic.

   EXAMPLE: Pretend that you are a counselor at Big C High School. Joe Brown tells you that he wants to be a physician. He has taken all the science and health classes Big C High School has to offer. Although Joe has done his best in his classes, he has not made any grade higher than a C. Would you advise Joe to become a physician?

GOALS

ACTIVITY SHEET 2--CAN YOU TELL THE DIFFERENCE?

Directions: After reading each goal statement, circle S if it is a short-range goal, or L if it is a long-range goal.

S L 1. In ten years, I will have finished my education and will be working as a computer technician.

S L 2. I will clean my room Saturday morning.

S L 3. In next Friday night's game, I will rush 75 yards.

S L 4. By the end of the semester, I will have raised my grade in English to an A.

S L 5. I will save $1,000 by the time I am twenty.

S L 6. I will not chew gum in any of my classes this semester.

S L 7. I will put $5 in the bank each week so that I can go to the concert next month.

S L 8. By age 55, I will retire.

S L 9. In two years, I will take metal trades so that I can become a welder.

S L 10. I will attend school every day this school year so that I can obtain a perfect attendance certificate.

S L 11. I will practice gymnastics two hours each night so I will be able to make the team next month.

S L 12. By the end of the month, I will have lost 10 pounds.

S L 13. Tomorrow, I will say three positive things to my friends.

S L 14. I will go to Texas A&M so that I can become a veterinarian.

S L 15. In order to have my research paper completed by next week, I will write three pages each day.

S L 16. After retiring from the military service at age 40, I will sell real estate.

S L 17. For a week, I will not talk about other people or waste time gossiping.

S L 18. I will take typing next semester and learn to type 30 words per minute.

S L 19. By the end of this semester, I will learn to use the computer.

S L 20. I will be married before I am 30.

GOALS

ACTIVITY SHEET 3--BREAKING BOB'S GOAL INTO SPECIFIC BEHAVIORS

Bob is really excited! The dance of the year is scheduled for next Friday night at 7:00 p.m. The Student Council, who is sponsoring the dance, has arranged for a live band to provide the music--Bo Gorge, no less.

Bob's goal could be stated as, "I will go to the dance next Friday night at 7:00 p.m."

In order for Bob to reach this goal, he must complete the steps necessary. These steps are called specific behaviors:

1. For Bob to attend the dance, he must ask and receive his parents' permission to attend and to use their car.

2. For Bob to use their car, he knows that he will have to supply the gasoline. (By the way, Bob just blew his last month's paycheck on a new stereo.)

3. For Bob to receive permission to attend the dance and to use their car, he knows that they will expect him to do his weekly chores, clean the garage this weekend (he has been putting it off for months), and wash the car. What slave drivers!

4. Bob knows that it costs about $15.00 to fill his parents' car with gasoline, so he knows that he must come up with at least that much money before going to the dance.

5. Suppose that Bob heard about the dance on Friday--and he set his goal of attending the dance the same day. That gives him only seven days to accomplish his specific behaviors.

Directions: Can you help Bob reach his goal of going to the dance? Set Bob a schedule with dates and what he will be doing. An example has been done for you. (Remember that Bob must make at least $15.00--you will have to think of a way to help him do this.)

1. Friday--set goal
2. Saturday--clean garage

FRIDAY--ATTEND DANCE

UNIT I

GOALS

ACTIVITY SHEET 4--DREAMS CAN COME TRUE

Directions: Yes, daydreaming can help you set goals. Do you ever imagine what your life will be like in 10 or 20 years? This activity is based on daydreams. You must, however, follow your teacher's instructions closely. Do not begin until your teacher tells you what to do. Good luck on your guided daydream adventure.

1. In what kind of place were you living? (apartment, wood or brick home, condominium, etc.)

2. Describe your home.

3. What kind of clothes were you wearing?

4. Did you live in a rural area, small city, or a large city?

5. Did you have any children? If so, how many?

6. If you were married, describe your husband/wife.

7. Describe the type of transportation you used to get to work. (car, motorcycle, etc.)

8. Where were you working? (office, outdoors, at home, etc.)

9. What was your career? Describe your job duties.

10. How did you spend your day off?

11. Were you happy with your life? Why or why not?

12. Was your life as you thought it would be? Why or why not?

UNIT I

GOALS

ACTIVITY SHEET 5--PLANNING YOUR LIFE GOALS

Directions: If you state your goals for the future, you will begin developing ideas concerning your career plans. By setting goals, you also begin to plan steps for achieving them. Write your own goals for each of the following categories:

A. Work Goals--What kind of work do you want to do? Name specific career areas or career titles.

B. Personal Relationship Goals--What kind of relationships do you want with your friends, parents, co-workers, and others? For example, do you want to be married, to have children? How many close friends do you want?

C. Nonwork Goals--What types of leisure activities do you want to pursue? What interests do you want to develop? What kinds of vacations do you want to take?

D. Learning Goals--What would you like to know more about? What skills do you want to develop?

UNIT I

GOALS

ACTIVITY SHEET 6--RATING YOUR LIFE GOALS

Directions: This activity will have you compare your goals so that you can become aware of conflicts that may exist.

On another sheet of paper, make a chart with the following divisions:

GOALS **DIFFICULTY**

Rank order those goals completed in **ACTIVITY SHEET 5**. The most important would be #1 on your chart.

Now that you have finished writing your goals in the order of their importance to you, go back and rate the DIFFICULTY of achieving each of your goals according to the following scale:

3--I will have to work very hard to reach this goal.
2--I can reach this goal if I work at it.
1--I can reach this goal fairly easily.

1. On the same sheet of paper, explain briefly why some of your goals may conflict.

2. Share some of your goal conflicts. Others may make suggestions about how the conflicts can be resolved. Some guidelines which you may consider are:

   Which of the conflicting goals is most important?

Which of the conflicting goals will be more difficult to achieve?

Can one of the conflicting goals be changed to reduce the conflict?

What can you do now to move toward your goals? Who can help you?

UNIT I

GOALS

ACTIVITY SHEET 7--A GOAL ASSESSMENT

Directions: This activity's purpose is to help you to reexamine your goals that you set in **ACTIVITY SHEET 5**. To accomplish this, look at each goal that you wrote, then answer the following questions:

1. Is each goal specific enough to permit planning for how it will be accomplished?

2. Do your career and personal goals match? If not, which one are you willing to change, or can you live with the difference?

3. Is each goal realistic? Can this goal be reached in the time period that you wish?

4. Do your goals conflict with each other? If so, how?

5. Can the conflicts be solved?

If your goals require changes after answering the above questions, do so at the bottom of this page.

UNIT I

GOALS

UNIT TEST--PART 1

Directions: Using the following words, decide which best answers the following questions:

long-range goal	yearly goals
goal	short-range goal
goal-setting behaviors	realistic
specific behaviors	attitude adjustments
decision-making skills	personal plans

1. Bill wants to be a doctor. This is an example of a(n)_____.

2. In ten years, Tammy will have finished her education and training and will be working as a court reporter. This is an example of what type of goal?_____ _____.

3. Jose has decided that he will make an A in English on his next six weeks' report card. This is an example of what type of goal?
_____ _____

4. Brandy has always made straight As in her classes. Her goal is to graduate in the top ten percent of her class. This is an example of what type of goal? _____

5. Whitney wants to go to the dance Saturday night. She knows that she must ask her parents' permission to attend, she must buy a new dress, and she must arrange for someone to take her to the dance. These things that must be accomplished in order for Whitney to reach her goal are called _____ _____.

UNIT I

GOALS

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. The first step in reaching your goals is to decide what you want, need, or desire.

_____ 2. One reason for setting goals is to give you direction in life, rather than leaving everything to chance.

_____ 3. Setting goals that are unreachable have little influence on your motivation for reaching future goals.

_____ 4. You can never set too many goals.

_____ 5. You should state your goals by using action verbs.

_____ 6. You should think of specific behaviors you can do to help you achieve your goals.

_____ 7. Once you set goals, you should not revise or update them.

_____ 8. A reasonable time for the goal to be reached should be assigned.

_____ 9. Career goals do not need to match your personal goals as they are two separate parts of your life.

_____10. You should know what type of lifestyle you want in order to match personal and career goals.

B. State three short-range goals that you have set for yourself.

1.

2.

3.

C. State two long-range goals that you have set for yourself.

1.

2.

D. Explain why personal goals should be matched to career choices for a happier life.

UNIT II

DECISION MAKING

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Brainstorm--thinking of all possible solutions to a problem
2. Conflict--a clash or sharp disagreement, as of interests or ideas
3. Decision making--the process of finding a way to solve a problem
4. Emotions--any particular feelings, such as love, hate, joy, fear, jealousy; used in such a way that you react to something without careful thinking
5. Evaluation--to find or try to find the value or worth of something
6. Logic--sound thinking
7. Maturity--the condition of being fully grown
8. Minimal--smallest or least possible
9. Prestige--fame or respect that comes from doing great things; having good character, wealth, success, etc.
10. Strategy--a careful plan or method used to reach a goal

UNIT II

DECISION MAKING

ACTIVITY SHEET 1--DECISION-MAKING WORD FIND

Directions: Complete the sentence using one of the following words and then locate the word in the Word Find by drawing a line through the word.

Strategy	Brainstorm	Decision	Minimal	Conflict
Evaluation	Logic	Maturity	Emotions	Prestige

A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T T W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M

1. To _____ something is to think of all possible solutions to the problem.

2. The smallest or least possible is the _____.

3. A _____ is a clash or sharp disagreement, as of interest or ideas.

4. Sound thinking is _____.

5. _____ are any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking.

6. Fame or respect that comes from doing great things; having good character, wealth, success, etc., is _____.

7. The process of finding a way to solve a problem is making.

8. _____ is the condition of being fully grown.

9. _____ is a careful plan or method used to reach a goal.

10. _____ is to find or try to find the value or worth of something.

UNIT II

DECISION MAKING

INFORMATION SHEET 2--DECISION MAKING: IT CAN HELP YOU SOLVE YOUR PROBLEMS

I. What Is Decision Making?

A. It is the process of finding a way to solve a problem.

B. Careful decision making can be used to help you reach your goals.

II. Facts About Decision Making

A. The process of decision making can be taught, but it must be practiced to be learned.

B. Few decisions need to be made by you alone--input from other sources is always helpful.

1. Check books and other printed materials for answers to problems that are similar to yours.

2. Ask your parents for advice.

3. Ask your teachers for their advice.

4. Ask your counselor for his/her input.

5. Ask your friends what they would do if they were faced with your problem.

C. Every decision contains risk--there is no guarantee that it is the "right" one.

D. Few decisions are either good or bad; some will come nearer to solving your problems than others.

E. You have already made several decisions today.

III. Why You Need to Learn the Decision-Making Process

III. Why You Need to Learn the Decision-Making Process

A. Learning the decision-making process does not erase the degree of risk, but it does reduce the chance of making a decision that will not solve your problem.

B. Most decisions are made based on **emotions**, rather than **thought**.

C. You can take control of your life--rather than letting your problems solve themselves.

D. You can build your self-confidence by knowing you have thought of several possible ways to solve your problems and have chosen the one you felt was best.

(**NOTE:** Most people do not want to make decisions because they fear failure and/or change.)

E. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

F. Decisions that will affect your life in an important way must be made very soon.

1. You will have to decide what courses to take in high school.

2. You will need to make decisions about what career to pursue and what type of education/training will best prepare you for it.

UNIT II

DECISION MAKING

ACTIVITY SHEET 2--RATING YOUR PROBLEM-SOLVING SKILLS

Directions: This quiz will help you rate your problem-solving skills. Read each sentence and then circle either T (true) or F (false). Remember to be honest with yourself!

T F 1. The ability to solve problems is something you are born with; you either have it or you don't.

T F 2. Every problem has one good solution.

T F 3. When solving a problem, I usually try my first idea.

T F 4. The best approach to a problem is to put it in the form of a question.

T F 5. One thing that can make a problem more difficult to solve is not understanding the problem.

T F 6. It is usually a good idea to try to solve a problem as quickly as possible.

T F 7. Solving problems involves mostly trial and error.

T F 8. When solving a problem, I usually try to think of all the ideas I can before choosing one.

T F 9. Once you figure out a solution to a problem, you are finished solving your problem.

T F 10. When I have a difficult problem to solve, I like to get other people's ideas before making a decision.

T F 11. When I have a problem, I try to find out as much as I can about the problem before trying to solve it.

T F 12. If a person stops thinking about a problem for awhile, the mind keeps on working on the problem.

T F 12. If a person stops thinking about a problem for awhile, the mind keeps on working on the problem.

T F 13. When I try to solve a problem, I am often surprised at the results of the solution I chose.

T F 14. When trying to solve a problem, I try to make all my ideas as practical as possible.

T F 15. When solving a problem, I usually try to figure out what the results of my solution will be.

UNIT II

DECISION MAKING

ACTIVITY SHEET 3--OTHERS CAN HELP

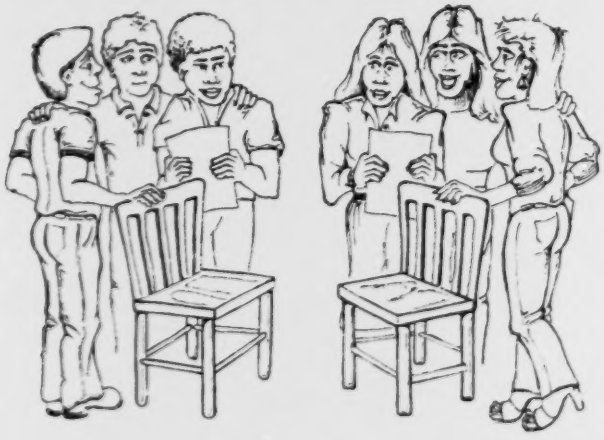
Directions: The purpose of this activity is to prove how helpful others' ideas can be in solving problems and making decisions.

Facilitator:

The group is arranged in a circle format. Two chairs are placed near the center, facing each other. The teacher names one chair a boy's name and the other chair a girl's name. Neither should be the name of a member of the class. Then the class is subdivided into boys and girls, the boys grouping around the boys' chair and the girls grouping around the girls' chair, or half of the class around each chair. Each of the subgroups may be further divided if they are still too large to work as one group.

The group around the boys' chair brainstorms for five minutes all the decisions that a boy of their own age, as represented by the chair, might have to make during the next year of his life. The group around the girls' chair brainstorms decisions that a girl their own age, represented by the girl chair, might have to make during the next year.

After brainstorming, the girls' list is read aloud to the whole class; the boys' group is asked to listen very carefully so that they may add any ideas that the girls' group missed. After the list has been read, any immediate suggestions for decisions are solicited from the boys' group and these are added to the girls' list. This process is repeated for the boys' list.



UNIT II

DECISION MAKING

ACTIVITY SHEET 4--HOW DO YOU HANDLE RISK?

Directions: Yes, all decisions are risky. You take a chance every time you make a decision that is the best one for you. People handle risks in different ways. Some completely avoid risks, some put off being put in positions where risk is involved, some face risk and hope for the best, and others face risk and try to do away with it. How do you react to a situation where risk is involved? This activity is a fantasy trip that puts you in a situation where you must face risk. You will not be asked to share your conflict with the class. However, you will be asked to share some of your thoughts about how you decide to handle the risk in your fantasy.

Facilitator:

Ask the group to close their eyes and go on a "fantasy trip." Guide the fantasy by reading the situation below. Pause frequently to allow participants to develop their fantasies:

> You are walking down the hall. You see a student walking toward you . . . As the student comes nearer, you realize that he/she is the one who has been spreading terrible rumors about you and your family . . . Become aware of how you feel inside . . . Now you know that you must decide quickly what to do. As the student comes closer, several possibilities flash through your mind . . . Decide right now what you will do . . . Now, see yourself doing what you decided . . . It is over now. The person is gone. Again, become aware of how you feel inside . . . Are you satisfied with your action?

Ask the class the following questions about their fantasies. Ask for volunteers to share information about how they handled the conflict.

In your fantasy:

How did you feel? What ideas flashed through your mind?

What did you decide to do? How did you feel afterwards?

Do you like the way you acted? Why or why not?

How do you feel when you know you are approaching a risky situation? (angry, afraid, tense, nervous, etc.)

What ideas did you have for dealing with the person? (avoid the student, ignore the student, give the student a dirty look, act as if nothing is wrong, talk about the problem, hit the student, etc.)

What did you decide to do in your fantasy? Is this how you usually deal with conflict?

Were you satisfied that you did the best or right thing in your fantasy? How do you feel about your action?

UNIT II

DECISION MAKING

ACTIVITY SHEET 5--DECISIONS: YOU MAKE THEM ALL THE TIME

Directions: Making decisions is not something new. You make them every day. Most of the time you do it without thinking. That's why learning a decision-making process helps you narrow your choices to the best one. Think back over the past week and list five problems you have faced and the decisions you made.

PROBLEM	DECISION	RANKING OF DECISIONS
1.		
2.		
3.		
4.		
5.		

After listing your problems and decisions, go back and rank your decisions from 1 to 5, with 1 being the best and 5 being the poorest one.

What else could have helped you find a better solution?

After you have ranked your solutions, share your best and poorest solutions with the class.

Why do you believe the solution you ranked 5 was the poorest?

Why do you believe the solution you ranked 1 was the best?

UNIT II

DECISION MAKING

ACTIVITY SHEET 6--DECISIONS: ARE THEY MADE BECAUSE OF EMOTION OR LOGIC?

Directions: Most decisions are made based on emotions or feelings, and the outcome of the decision is never thought of. The following students have made decisions. Some were made based on emotions, some logic. If their decisions were made based on emotion, circle the ♡ . If the decisions were made based on logic, circle the π .

♡ π 1. Sam is buying a <u>new</u> pair of jeans for the football game because he does not have a pair of Guess jeans like those his friends will be wearing.

♡ π 2. Pat wants to be a carpenter, but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

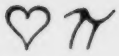
♡ π 3. All the good-looking boys take general mechanics. Susan has decided she will enroll in the class next semester.

♡ π 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

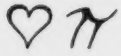
♡ π 5. Mr. Munson gave Gene a low grade on an essay. Gene has decided not to write the next assignment.

♡ π 6. Alex has taken a part-time job on the weekends and has encouraged his girlfriend to date other boys, because he doesn't want her to sit home all weekend.

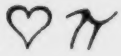
♡ π 7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog's being kept inside so much. David has made arrangements for another family who has a farm to take his dog.



8. Joan has put off doing her history project until the night before it is due. She has decided to talk with her teacher and admit she did not complete the project because of poor planning.



9. Linda has decided to drop her Spanish class because Ms. Garcia does not allow students to chew gum.



10. A very bad thunderstorm has been predicted for the afternoon. James has canceled his swimming date with Fran.

UNIT II

DECISION MAKING

INFORMATION SHEET 3--STEPS FOR MAKING A DECISION

I. State the problem or the decision that must be made.

   A. Identify the result you would like to have.

   B. Describe the problem in a way that others could clearly understand.

   C. Gather any information that relates to the problem.

II. "Brainstorm" possible solutions to the problem.

   A. Do not reject any solutions at this point, no matter how extreme they may seem.

   B. Use action verbs to describe the solutions.

III. Evaluate each possible solution.

   A. Ask these questions:

      1. What is the outcome likely to be if I choose this solution?

         a. Will it take care of the problem now or sometime in the near future?

         b. Will it create other problems that will need solving?

         c. Is it easier to do than the others?

      2. Will it be the best possible solution?

   B. To make it easier to evaluate each solution, you may want to list each solution and its good and bad points.

IV. Choose the best solution and act.

(**NOTE:** Many problems go unsolved and continue to be problems because this step is left out.)

A. The solution you choose should be the one that both solves your problem and causes the least conflict.
B. Commit yourself to a date and/or time to try the solution.

V. Follow up the decision you make.

A. The decision you make is not final until:

1. The problem is solved.

2. The problem has changed.

3. The problem is no longer a problem.

B. If the decision does not solve the problem in the way you wish, repeat each step beginning with stating the problem.

UNIT II

DECISION MAKING

ACTIVITY SHEET 7--WHAT IS RHONDA'S PROBLEM?

Directions: Read the short story about Rhonda and then answer the questions.

Rhonda, a high school junior, found a job during the Christmas holidays in a variety store. Her job was to price stock and help display and sell merchandise. Rhonda's boss asked one of the more experienced salespeople, Maria Lopez, to show Rhonda the location of merchandise, how to price it, and how to operate the cash register. Because business was especially heavy, Maria had little time to spend teaching Rhonda the procedures. Rhonda managed to figure out most things by herself or by asking her co-workers. Rhonda is enjoying her job, although she sometimes gets frustrated when she doesn't know how to do a task she is given. She is also having a hard time getting to know her co-workers because the store is so busy.

On her sixth day at work, Rhonda overheard one of the other salesclerks telling her boss that "ever since that girl started to work, the money in the cash register does not balance with the cash register tape." Rhonda was shocked. She felt she had been accused of stealing. Rhonda considers herself an honest person and a good worker, especially since she has had to figure so many things out for herself on this job. Now Rhonda is afraid she will be fired for stealing when she knows she is innocent. Answer the following questions on a separate sheet of paper:

1. What does Rhonda seem to think is the problem?

2. What do you think is the problem?

3. Write the problem in question form, i.e., "How can Rhonda . . .?"

4. List all the facts relating to the problem situation.

5. Circle the numbers of the two most important facts and check the two least important facts.

6. Why do you believe your most important facts may differ from what others think?

7. How can the fact-finding step help workers avoid mistakes in solving problems?

UNIT II

DECISION MAKING

ACTIVITY SHEET 8--RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION

Directions: Most decisions cannot be made without first gathering all the information that relates to the problem. This activity will help you recognize the importance of gathering information.

Facilitator:

1. Divide the participants into groups of six; choose a supervisor for each group. Give the members of the group a sheet with the names and work history of the people they are to portray.

2. Allot three minutes for participants to become acquainted with their roles.

New Truck Information Sheet

Walt Marshall, Supervisor: You are the supervisor of a repair crew, each of whom drives a small service truck. Every so often, you get a new truck to exchange for an old one, and you have the problem of deciding which member of your crew should receive the new truck. Often there are hard feelings because each person seems to feel he/she deserves the new truck. As a matter of fact, most of the crew members consider your decision wrong. You now have to face the same issue again because a new truck has just been given to you. The new truck is a Chevrolet.

Here are some given facts about the trucks and the crew members that report to Walt Marshall, the supervisor.

George	17 years with the company, has a 2-year-old Ford Truck
Bill	11 years with the company, has a 5-year-old Dodge Truck
John	10 years with the company, has a 4-year-old Ford Truck
Charlie	5 years with the company, has a 3-year-old Ford Truck
Sue	3 years with the company, has a 5-year-old Chevrolet Truck

Most of the crew members do all of their driving in the city, but John and Charlie cover the jobs in the suburbs.

You have decided to put the question to the crew. You will tell them about the new truck and let them decide the most fair way to assign the truck. Don't take a position yourself because you want to do what the crew thinks is most fair.

George: When a new Chevrolet truck becomes available, you think you should get it because you have the most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got the Ford.

Bill: You feel you deserve a new truck and it certainly is your turn. Your present truck is old, and since George has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge and have kept it looking like new. A person deserves to be rewarded if he/she treats a company truck like his/her own.

John: You have to do more driving than most of the other crew people because you work in the suburbs. You have a fairly old truck, and you feel you should have the new one because you do so much driving.

Charlie: The heater in your present truck is inadequate. Since John backed into the door of your truck, it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable, you don't care about its make.

Sue: You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it seems only fair that the next one should be yours. You have a good driving record. You hope the new truck is a Ford since that is the one you prefer to drive.

3. The supervisor, Walt Marshall, will present the problem for discussion to the group. After 15 minutes (time period is adjustable), have each member fill out the work sheet listing the reasons, and the expected outcomes if another driver receives the truck.

4. Discuss the variety of data involved in making decisions.

5. Have each member circle the name of the person who should receive the new truck. Hand these to the supervisor who will announce.

"New Truck Decision-Making Sheet"

ALTERNATIVES	DATA (REASONS)	EXPECTED OUTCOME IF ANOTHER

UNIT II

DECISION MAKING

ACTIVITY SHEET 9--HELP RHONDA SOLVE HER PROBLEM

Directions: 1. Review Rhonda's problem in **ACTIVITY SHEET 7--WHAT IS RHONDA'S PROBLEM?**

2. Imagine that Rhonda has come to you with her problem. What ideas might you give her for solving her problem? Write your responses in the first column of the worksheet (additional ideas may be written on the back). Think of as many different ideas as possible. You can work individually, in pairs, or in small groups on this.

Ideas	**Good Points of the Idea**	**Bad Points of the Idea**

3. Share your ideas with the entire group.

4. Decide on one solution by discussing the good points and bad points of each.

   a. Why is this the best solution?

   b. What could happen if this idea were used?

   c. What effect might the solution have on Rhonda?

   d. What effect might the solution have on the problem?

   e. What effect might the solution have on Rhonda's boss? On her supervisor?

5. **CONGRATULATIONS!** You have just finished the "brainstorming" step and the evaluation step of the decision-making process.

6. The action part of the decision-making process is next. Things to consider when planning action are:

   a. Will Rhonda need to make an appointment to talk with her boss or supervisor?

   b. Exactly what will Rhonda say?

   c. What attitude should Rhonda show toward her supervisor or boss?

7. Several volunteers are needed to demonstrate good and bad ways that Rhonda could act on the solution. One good way might be to approach the person calmly, beginning, "I have a problem I need to discuss with you." A bad way might be to approach the person angrily.

8. Vote on whether each solution demonstrated actually solved the problem. This is the Evaluation Step. Evaluating includes asking:

   a. Did my chosen solution work?

   b. Did my solution cause any problems I now need to solve?

   c. How can I learn from the problem and the way I decided to solve it?

UNIT II

DECISION MAKING

ACTIVITY SHEET 10--HELPING ALICE MAKE A DECISION

Directions: This activity will help you understand the risk-taking strategies of the decision-making process and will help you understand the evaluation step of the decision-making process. Read the case study below and then see if you can help Alice make the "best" decision.

Alice's Problem: (A case study) Alice is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualifies for admission to a private university in a neighboring community (as well as for admission to the state university system and any of the state colleges). All high school graduates are eligible to attend their local community college.

Although her qualifications for the prestigious university are minimal, she has been accepted on the condition that she make high grades. Alice has applied to and been accepted by four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. This would make her family very happy and would make her feel very successful. What Alice dreads most of all is to drop out or fail at college. She would feel humiliated by this.

She has information on her ability and her past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now then, how does Alice decide how to choose?

Decision-Making Strategies: A strategy is a plan of action; stategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the total act of the decision maker. The four most common risk-taking strategies are:

1. Wish--Choose the alternative that will lead to the most desirable outcome and ignore the likelihood of success.

2. Escape--Avoid the alternative that would result in the worst outcome.

3. Safe--Choose the alternative that is most likely to bring the highest chance of success. Ignore the desired outcome.

4. Combination--Choose the alternative that results in the best compact choice between the likelihood of success and the desired outcome.

Complete the following strategies grid.

ALTERNATIVE	RANK PROBABILITY OF SUCCESS	RANK DESIRABILITY OF OUTCOME
Prestige University		
State University		
State College		
Community College		

Based on the information you get by completing the grid, what choice would Alice make? (Hint: The one that is most likely to produce the highest desirability and probability.)

What choice would you make if you were Alice?

Based on information from the grid, which of the following strategies do you feel would fit her choice?

Wish, escape, safe, combination_____

Explain why you chose the strategy you did.

UNIT II

DECISION MAKING

ACTIVITY SHEET 11--ANN AND BECKY

Directions: Read the following case study and answer the following questions.

Ann and Becky have been "best friends" since fourth grade when Ann moved to town. From that time until now, as eighth graders, the girls have been in the same classes, have the same friends, and spend much of their free time together.

Recently, Ann has become quite concerned for she has been trying to reach a decision about her high school planning. Within the week, the eighth graders are to bring in a high school schedule for preregistration, and after talking to the counselor, Ann is thinking about enrolling in advanced mathematics and English. She would also like to try out for the girl's basketball team.

Becky, however, does not have the academic and athletic ability that Ann has. In fact, if it had not been for Ann's helping Becky with her homework and projects the past year, Becky would be making lower grades than her mostly Cs and a few Bs. However, Becky makes friends easier than Ann.

The girls have talked about their schedules and Becky believes that they will both take general mathematics and English as well as the same P.E. class. Ann is afraid to tell Becky about her plans because there is no way Becky can do the academic work. Becky will need help with her work even in the general classes.

1. What is the problem?

2. What are possible solutions?

3. What would be the best solution?

4. How would you act on the decision you chose?

5. How would you evaluate the decision you made?

UNIT II

DECISION MAKING

ACTIVITY SHEET 12--JOHN'S PROBLEM

Directions: Read the following case study and answer the questions.

John Walters is one of the most envied boys at Gallagher Junior High. He plays first string for both the basketball and football teams and holds the school's record for the high jump in track and field. John's father is an attorney, and the family is wealthy.

Last summer, John spent five weeks with his Uncle Bill while his parents went on a trip to South America. During that time, his uncle taught him how to weld, and as he does everything, John learned rapidly and did excellent work. However, there was something different about welding--John loved it.

John did well in school because his parents encouraged him, but he really didn't like to read and study. The only reason he played sports was because his father and the coach put constant pressure on him. He did like track but resented that he could not take shop this year because it was offered at the same time as athletics.

John has just received a high school planning form. With the help of his counselor, he has made out an educational plan that would allow him to train in metal trades and then work in a high school cooperative program in a job as a welder during his last two years of high school.

When he shared his plans with his parents, his mother cried and his father got very angry. College, they said, was what John wanted, not a job as a welder. As he left for school the next morning, his mother told him the school's athletic director was coming to dinner that night to help plan his schedule around the high school athletic program. But if John takes the cooperative training class, he will not have time to participate in all athletic events.

How would you solve the problem?

1. What should John take in high school?

2. What should he tell his parents?

3. What should he tell the athletic director?

UNIT II

DECISION MAKING

ACTIVITY SHEET 13--MAKING MY OWN DECISIONS

Directions: Using the information you have learned in this unit, make a decision about a problem you have.

1. State your problem:

2. List possible solutions to your problem:

3. Evaluate each solution by listing the good and bad points:

4. Choose the best solution and list the date and/or time you will try your solution.

5. Write the step you would take next:

UNIT II

DECISION MAKING

UNIT TEST--PART 1

Directions: Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1.	Prestige	a.	the condition of being fully grown
_____ 2.	Decision making	b.	a clash or sharp disagreement, as of interest or ideas
_____ 3.	Strategy	c.	the thinking of all possible solutions to a problem
_____ 4.	Evaluation	d.	a careful plan or method used to reach a goal
_____ 5.	Minimal	e.	the process of finding a way to solve a problem
_____ 6.	Emotions	f.	to find or try to find the value or worth of something
_____ 7.	Conflict	g.	fame or respect that comes from doing great things; good character, wealth, success, etc.
_____ 8.	Logic	h.	any particular feeling, such as love, hate, joy, fear, jealousy; used in a way in which you would react to something without careful thinking
_____ 9.	Maturity	i.	smallest or least possible
_____10.	Brainstorm	j.	sound thinking

UNIT II

DECISION MAKING

UNIT TEST--PART 2

Directions: Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. Once the decision-making process is learned, you never need to practice it.

_____ 2. All decisions need to be made by you alone.

_____ 3. Every decision contains risk.

_____ 4. Few decisions are either good or bad; some will come closer to solving your problems than others.

_____ 5. Learning the decision-making process does away with the degree of risk involved.

_____ 6. Most decisions are made based on emotions, rather than logic.

_____ 7. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

_____ 8. You will not be expected to make any important decisions that will affect your life until you are married.

_____ 9. You will soon have to decide what courses to take in high school.

_____10. You will soon need to make decisions about what career to pursue and what type of education and/or training will best prepare you for it.

UNIT II

DECISION MAKING

UNIT TEST--PART 3

A. The five steps of the decision-making process are listed below. Number the steps in the order in which they should be completed in making a decision.

_____ Evaluate each possible solution.

_____ "Brainstorm" possible solutions to the problem.

_____ Choose the best solution and act upon it.

_____ State the problem or the decision that must be made.

_____ Follow up the decision you make.

B. Using the following words, fill in the blanks of each sentence using the correct word.

action	create	reject
changed	final	solved
changing	information	stating
commit	problem	

1. Gather any _____ that relates to the problem.

2. Do not _____ any solutions at this point, no matter how extreme they may seem.

3. Use _____ verbs to describe the solutions.

4. When evaluating each possible solution, one question you should ask is, "Will it _____other problems that will need solving?"

5. You should _____ yourself to a date and/or time to try the solution you decide upon to solve your problem.

6. The decision you make is not _____ until the problem is _____, has _____, or is no longer a _____.

7. If the decision does not solve the problem in the way you wish, repeat each step beginning with _____ the problem.

UNIT III

A LOOK AT THE FUTURE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Competition--the act of being a rival for something

2. Labor market--the act of people competing for jobs and employers competing for workers

3. Outlook--what is likely for the future

4. Research--careful, patient study in order to find out facts about a subject

5. Value--the quality of a thing that makes it wanted or desirable

UNIT III

A LOOK AT THE FUTURE

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following terms:

1. What is likely for the future

   kuoootl _____

2. The quality of a thing that makes it wanted or desirable

   lavue _____

3. The act of being a rival for something

   oiimocpettn _____

4. Careful, patient study in order to find out facts about a subject

   seeacrhr _____

5. The act of people competing for jobs and employers competing for workers

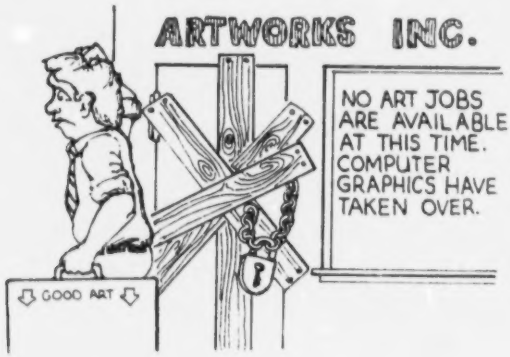
   ralbo tkrame _____ _____

UNIT III

A LOOK AT THE FUTURE

INFORMATION SHEET 2--MY CAREER: WILL IT BE THERE WHEN I'M READY?

I. If we can't predict the future, why should you worry about whether your career will be there when you are ready?



A. Because it will be at least four years before most of you are ready to enter the job market.

B. There is no guarantee that those careers available now will be there when you are ready to pursue them.

C. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

D. The needs and wants of society determine what is made and how well it sells.

E. Some careers may not exist in the area where you wish to live.

F. Having a general idea of the outlook of the career you wish to pursue can save you time and money.

EXAMPLE: Jose wanted to be a farmer all his life. He went to Texas A & M and received his bachelor's degree in agriculture. Jose could not make a living as a farmer after he received his degree. He had to return to college and receive education and training in another area that would provide him with enough income to live comfortably.

G. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

(**NOTE:** Know what education/training would put you ahead of others!)

II. How Are Jobs Created?

A. The needs and wants of consumers

B. Changes in social, technological, and scientific trends

C. Values placed on work, education, income, and leisure

D. Replacements

1. Due to workers retiring

2. Due to workers dying

3. Due to workers changing careers

III. What Are Some Facts About the Outlook of Careers?

A. No one can predict the future labor market conditions with perfect accuracy.

B. The number of job seekers and the number of job openings change often.

C. A rise or fall in the demand for a product or service affects the number of workers needed to produce it.

D. Methods used by experts to develop information on the outlook of careers differ.

E. The outlook of careers is based on information received from:

1. Business firms,

2. Labor unions,

3. Trade associations,

4. Educational institutions, and

5. Government agencies.

F. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

G. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the experts feel the prospects are, which is far better than leaving your career and your life to chance.

UNIT III

A LOOK AT THE FUTURE

ACTIVITY SHEET 2--HISTORY REPEATS ITSELF

Directions: Your parents, grandparents, and others probably can give you firsthand information on how careers have changed over the years. The cause(s) of failure of some careers usually can be traced to the same factors. Yes, history does repeat itself. To get an idea of what influences the outlook of careers, ask your parents, grandparents, and others the following questions. Share your findings with the class.

1. What has been the major change in careers during your lifetime? What caused this change?

2. Can you think of a career that was in high demand at one time, but no longer is?

3. Have you experienced a layoff due to a decrease in the need for a product or service? Did you have any warning that it was going to happen?

4. Can you think of a product or service that once was in high demand by the consumer, but no longer is? Why do you think the demand for the product or service has decreased?

5. Can you think of a career that, because of advances in technology, has changed?

EXAMPLES: the tools, machinery, equipment, etc., used by the worker

UNIT III

A LOOK AT THE FUTURE

ACTIVITY SHEET 3--WHERE YOU LIVE DETERMINES THE OUTLOOK OF THE CAREER

Directions: The area of the country where you wish to live determines whether a career will be available, how stiff the competition will be, and the future of the career. Have you considered where you would like to live when you are on your own? Use **TM-8--WHERE TO WRITE FOR OUTLOOK INFORMATION** to complete the following directions.

1. Find the area of the country in which you would like to live.

2. Find the address where you can request information on the outlook of careers in that area.

3. Write a letter requesting information on the outlook of a career of your choice.

   HINT: Use Rosemary's letter as an example for composing your own.

UNIT III

A LOOK AT THE FUTURE

INFORMATION SHEET 3--SOURCES FOR CAREER OUTLOOK INFORMATION

I. *Occupational Outlook Handbook*

A. Most widely used source

B. Published by the United States Department of Labor, Bureau of Labor Statistics

C. For four decades, the Bureau of Labor Statistics has done research on employment in occupations and industries for use in vocational guidance.

D. Revised every two years

II. *Occupational Outlook Quarterly*

A. Provides updated information between editions of the *Occupational Outlook Handbook*

B. Organizes information printed elsewhere into one publication

III. Bureau of Labor Statistics

A. Does research using the most recent information available on population, industry and occupational employment, productivity, etc.

B. Publishes brochures concerning their research

C. Regional offices can give you a list of current information printed by the Bureau of Labor Statistics.

IV. Chamber of Commerce

A. Gives you information on the outlook of careers in your area

B. Can give you an idea of those careers that could emerge because of new industry

(**NOTE:** A good source only if you know in what city you wish to live.)

V. State Employment Commission

A. Gives you an outlook of careers in your state

B. Based on research done by each individual state employment commission

UNIT III

A LOOK AT THE FUTURE

ACTIVITY SHEET 4--LEARNING TO USE THE OCCUPATIONAL OUTLOOK HANDBOOK

Directions: The *Occupational Outlook Handbook* is the most widely used source for the outlook of careers. To gain practice in locating specific information in the *Occupational Outlook Handbook*, use the information about computer and peripheral equipment operators to answer the following questions:

1. How many persons worked as computer operators in 1986?

2. Where were most computer and peripheral equipment operators employed?

3. Why must computer and peripheral equipment operators be required to work evening or night shifts and weekends?

4. What is the outlook for computer and peripheral equipment operators?

5. Explain why the demand for computer and peripheral equipment operators is expected to increase?

6. What is the salary range for computer and peripheral equipment operators?

7. What form of training do most employers who recruit from outside their firms want applicants to have received?

8. Describe the nature of work of the computer and peripheral equipment operator.

9. For general information on careers in computer operation, whom should you contact?

10. Name two other occupations mentioned that are related to the computer and peripheral equipment operator.

Computer and Peripheral Equipment Operators

(D O T. 208.685-030, 213.362, 382, 582, 682, and 685)

Many large computer installations operate around the clock.

Nature of the Work

Since their invention in the 1940's, computers have become steadily more important in our society. At first used only for military and scientific research, today computers are essential to the operation of stores, banks, colleges and universities, government agencies, hospitals, factories, and many other organizations. Like all machines, the usefulness of computers is dependent upon the skill of the people who run them.

The duties of computer and peripheral equipment operators vary with the size of the installation, the type of equipment used, and the policies of the employer. In organizations with small computer systems, for example, computer operators may run both the computer and all the peripheral equipment such as printers, disk drives, and tape readers. In large computer installations, computer operators specialize in console operation while peripheral equipment operators run the related devices. Generally, the duties of computer operators and peripheral equipment operators involve the following tasks.

Working from operating instructions prepared by programmers or operations managers, computer operators set controls on the computer and on peripheral devices required to run a particular job. Computer operators or, in large installations, peripheral equipment operators load the equipment with tapes, disks, and paper as needed. While the computer is running—which may be 24 hours a day for large computers—computer operators monitor the computer console and respond to operating and computer messages. If an error message occurs, operators must locate the problem and solve it or terminate the program.

Peripheral equipment operators may have to prepare printouts and other output for distribution to computer users. Operators also maintain log books listing events such as machine malfunctions that occurred during their shift. In addition, computer operators may supervise and train peripheral equipment operators and computer operator trainees. They also may help programmers and systems analysts test and debug new programs. (Detailed descriptions of these occupations are presented elsewhere in the *Handbook*.)

Working Conditions

Computer operating personnel work in well-lighted, well-ventilated, and generally comfortable rooms. When the equipment is operating, however, the computer room can be noisy. Computer and peripheral equipment operators may be required to work evening or night shifts and weekends because many organizations use their computers 24 hours a day, 7 days a week. Shift assignments generally are made on the basis of seniority.

Employment

In 1986, computer operators and peripheral equipment operators held about 263,000 and 46,000 jobs, respectively. Although some jobs for computer and peripheral equipment operators are found in almost every industry, most are in data processing service firms; wholesale trade establishments; banks; government agencies; insurance companies; accounting, auditing, and bookkeeping service firms; colleges and universities; and hospitals. These organizations have data processing needs that require large computer installations.

About 1 out of 10 computer and peripheral equipment operators works part time.

Training, Other Qualifications, and Advancement

In many firms, clerical workers such as secretaries, typists, bookkeeping clerks, and computer tape librarians may be transferred to jobs as peripheral equipment or computer operators and trained on the job. Employers who recruit from outside their firms look for workers who already have experience or training in operating the brand and type of equipment they use. Many high schools, public and private vocational schools, business schools, and community colleges offer training in computer operations. The military services also offer training, as do some computer manufacturers.

Employers usually require a high school education, and many prefer computer operators with some trade school or junior college training in data processing. Employers who select operators from within their organization may pay for training at such schools. Many employers test applicants to determine their aptitude for computer work.

Workers usually receive some on-the-job training to become acquainted with their employer's equipment and routines. The length of training varies with the job and the experience of the worker. New peripheral equipment operators are expected to learn their jobs in a few weeks. New computer operators, however, may require several months of training because they must become sufficiently familiar with the computer equipment to handle all problems. Operators with prior experience or training are expected to learn their employer's system within a few weeks.

Because computer technology changes often, operators must be adaptable and willing to learn. Computer and peripheral equipment operators must be able to communicate well in order to work effectively with programmers and each other. Computer operators also must be able to work independently because they may have little or no supervision on evening, night, or weekend shifts.

A few computer operators may advance to

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supervisory jobs. Peripheral equipment operators may become computer operators. Through on-the-job experience and additional training, some computer and peripheral equipment operators advance to jobs as programmers.

Job Outlook
Employment of computer and peripheral equipment operators is expected to rise much faster than the average for all occupations through the year 2000.

Advances in technology have reduced both the size and the cost of computer equipment while at the same time increasing their capacity for data storage and processing. These improvements in technology have fueled an expansion in the use of computers in such areas as factory and office automation, telecommunications, medicine, and education. As computer usage grows, so will the need for computer operators and peripheral equipment operators. Because computer and peripheral equipment operators work mainly with large computer systems—the part of the overall computer market that has slowed down—employment of operators is not expected to rise as rapidly as in previous years.

As the trend toward networking—making connections between computers—accelerates, a growing number of these workers can be expected to operate minicomputers. More and more establishments are realizing the need to connect all their computers in order to enhance productivity. In many offices, factories, and other work settings, minicomputers will serve as the center of such networks, often referred to as local area networks or multi-user systems. While some of these minicomputers will be operated by other workers in the area, many will require the services of full-time operators.

In addition to jobs resulting from growth in demand for operators, many openings will arise from the need to replace workers who transfer to other occupations or leave the labor force.

Earnings
In 1986, full-time computer operators earned an average annual salary of $16,500. The middle 50 percent earned between $12,800 and $21,800. The lowest 10 percent of computer operators earned less than $10,100, and the top 10 percent earned more than $29,000.

In the Federal Government, computer operators without work experience started at about $12,500 a year in 1987. The average annual salary for all computer operators in the Federal Government was about $18,000 in 1986.

Computer operators and peripheral equipment operators had higher earnings in the North and West than in the South. Operators employed in manufacturing, transportation and public utilities, and wholesale trade had higher earnings than those employed in retail trade, banking, insurance, and services.

Related Occupations
Other occupations involving work with computers include systems analysts, programmers, and computer service technicians. Other occupations in which workers operate electronic office equipment include data entry keyers, secretaries, typists, and printing typesetters and compositors.

Sources of Additional Information
For additional information about work opportunities in computer operations, contact firms that use computers such as banks, manufacturing and insurance firms, colleges and universities, and data processing service organizations. The local office of the State employment service can supply information about employment and training opportunities.

Data Entry Keyers

(D.O.T. 203.582-022, -026, -030, -054, and -070)

Nature of the Work
Vast amounts of data stored and processed by modern computer systems must be updated almost continuously. Each time an individual writes a check, for example, the amount must be entered into the bank's computer, so the correct charge can be made to his or her account. Getting data from checks, bills, invoices, and other documents into the computer system is the work of data entry keyers.

The main function of the data entry keyer is to type data from documents quickly and accurately. This is done with a variety of typewriter-like equipment. Many keyers use a machine that converts the information they type to magnetic impulses on tapes or disks. The information is then read into the computer from the tape or disk. Some keyers operate on-line terminals of the main computer system that transmit and receive data. Although brands and models of computer terminals and data entry equipment differ somewhat, their operation and keyboards are similar.

Some keyers working from terminals use data from the computer to produce business, scientific, and technical reports. In some offices, keyers also operate computer peripheral equipment such as printers and tape readers, act as tape librarians, and perform other clerical duties.

Working Conditions
Data entry keyers usually work in offices that are clean, well lighted, and generally comfortable. However, they must sit for long periods and may be subjected to high noise levels. Keyers often work with video display terminals and may experience stress and eyestrain as a result. Increasingly, studies are focusing on the risk of miscarriage, birth defects, and other pregnancy complications that may be experienced by women who use VDT's extensively.

Data entry lends itself to flexible working arrangements; many data entry keyers have part-time schedules with their employer and others take short-term jobs through temporary help agencies.

Employment
Data entry keyers held about 400,000 jobs in 1986. Although jobs for data entry keyers are found in almost every industry, about two-thirds of all workers are in data processing service firms, government agencies, banks, wholesale trade establishments, insurance firms, temporary help agencies, hospitals, colleges and universities, and bookkeeping firms.

Training, Other Qualifications, and Advancement
Employers usually require a high school education and the ability to key data at a certain speed. Applicants often are tested for speed and accuracy. Some employers prefer applicants with experience or training in the operation of data entry equipment. In some firms, other clerical workers such as tabulating and bookkeeping machine operators may be transferred to jobs as data entry keyers. Training in the use of data entry and similar keyboard equipment is available in high schools and private business schools.

Data entry keyers should be able to work under close supervision and pay attention to detail. They also must feel comfortable doing repetitive work.

Advancement opportunities for data entry keyers are limited. However, promotion to a supervisory position is possible after several years on the job. With additional training, often including community or junior college study, a few data entry keyers advance to jobs as computer or peripheral equipment operators.

Job Outlook
Employment of data entry keyers is expected to decline through the year 2000. Despite this decline, many openings, including part-time ones, will occur each year due to the need to replace workers who transfer to other occupations or leave the labor force.

The amount of data that must be entered into computer systems is tremendous and growing. However, improvements to data processing technology and systems will enable organizations to handle the growing volume of data with fewer data entry keyers. The use of on-line processing that enables departments within an organization to enter data from remote terminals is an example of such an improvement. Another is the use of recognition technologies such as bar code scanners now used in many food stores. Optical character readers—machines that can scan data in the form of letters and numbers and enter it into a computer—are being used in more and more workplaces.

Increasingly, data are being captured at the point of origin and entered into the system without human intervention. Such is the case in the banking industry with automatic teller machines. In addition, as more companies buy computers and communication among computers becomes easier through standardization, data increasingly will need to be entered only once. After that, it can simply be sent from one computer to another, without the need for a data entry keyer to reenter it. Perhaps the most important new technology is voice recognition systems, which allow data to be entered directly just by speaking to the computer. While it is uncertain just when, or if, this tech-

UNIT III

A LOOK AT THE FUTRURE

ACTIVITY SHEET 5--VISITING WITH YOUR LOCAL CHAMBER OF COMMERCE

Directions: Take a field trip to your local Chamber of Commerce, or invite an employer to speak to your class on the outlook of careers in your city. Ask them the following questions:

1. What career has the brightest future?

2. What career has the worst?

3. What factors have influenced the outlook of careers in our city?

4. Are there any new industries or other businesses that are planning to locate here?

5. If so, what types of careers would be available as a result?

UNIT III

A LOOK AT THE FUTURE

ACTIVITY SHEET 6--WHAT IS THE OUTLOOK FOR MY CAREER?

Directions: Because many careers can change a great deal in a very short period of time, the career you wish to pursue now may not even exist when you are ready to enter the job market. Let's see what experts say the future of your career is. Using the available resources in your classroom, answer the following questions:

1. Name one career you would like to have.

2. What training and/or education is needed to pursue this career?

3. What is the outlook for this career?

4. Can you think of any factors that could change the outlook of this career? Explain how you think these factors would influence this outlook.

5. What resource(s) did you use to obtain your information?

UNIT III

A LOOK AT THE FUTURE

UNIT TEST--PART 1

Directions: Match the following terms and definitions by placing the correct letter in the blanks at the left.

_____ 1.	Value	a.	what is likely for the future
_____ 2.	Competition	b.	the quality of a thing that makes it wanted or desirable
_____ 3.	Research	c.	careful, patient study in order to find out about a subject
_____ 4.	Outlook	d.	the act of people competing for jobs and employers competing for workers
_____ 5.	Labor market	e.	the act of being a rival for something

UNIT III

A LOOK AT THE FUTURE

UNIT TEST--PART 2

Directions: Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

_____ 2. The needs and wants of society have little influence on what is made and how well it sells.

_____ 3. The same careers exist in every part of the country.

_____ 4. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

_____ 5. One way jobs are created is by changes in social, technological, and scientific trends.

_____ 6. No one can predict the future of labor market conditions with perfect accuracy.

_____ 7. Methods used by experts to develop information on the outlook of careers differ.

_____ 8. The outlook of careers is based **only** on information received from government agencies.

_____ 9. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

_____10. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the prospects are, which is far better than leaving your career to chance.

UNIT III

A LOOK AT THE FUTURE

UNIT TEST--PART 3

Directions: Answer the following questions by circling the letter beside the correct answer:

1. The most widely used source for information on the outlook of careers is:

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Handbook*
   d. *Occupational Outlook Quarterly*

2. If you were trying to find updated information on the outlook of careers between editions of the *Occupational Outlook Handbook*, your best choice would be:

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Quarterly*
   d. State Employment Commission

3. If you knew what state you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Handbook*
   d. State Employment Commission

4. If you knew what city you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Handbook*
   d. State Employment Commission

5. What source publishes brochures related to the research they do on the outlook of careers?

a. Bureau of Labor Statistics
b. *Occupational Outlook Handbook*
c. *Occupational Outlook Quarterly*
d. State Employment Commission

UNIT IV

MAKING CAREER PLANS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Disability--the condition of not being able or fit to do something

2. Motivation--a strong desire, feeling, etc., that makes you want to do something

3. Personal requirements--those things needed in a career, such as ability to get along well with others, an even temperament, ambition, a neat appearance, emotional stability, etc.

4. Physical requirements--those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.

5. Shadowing--the process of observing a worker at the work site to determine the actual job tasks performed

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 1--UNDERSTANDING TERMS

Directions: Make five complete sentences using each of the following words.

disability
motivation
personal requirements
physical requirements
shadowing

1.

2.

3.

4.

5.

UNIT IV

MAKING CAREER PLANS

INFORMATION SHEET 2--MAKING CAREER DECISIONS

I. You Should Start Now Making Career Decisions

A. Most people leave career decisions to chance; therefore, they never are really happy with what they do for a living.

B. Most careers require at least some education and/or training after high school.

C. Most educational and/or training programs require students to complete certain courses in high school before enrolling.

D. Setting career goals, now, can help you choose courses in high school that will help prepare you for your future.

II. Facts About Career Decision Making

A. Career decision making is an on-going process. You will, most likely, change careers several times during your life.

B. There are no perfect careers; no one career totally matches everything about yourself and everything you desire!

C. Change in both you and in the world of work is certain; learn to accept change, rather than fight it.

D. Most people could probably be successful and happy in a number of different careers.

E. Career decisions may prove to be unreachable because the job market may change, or you may run out of time, money, or motivation, or outside forces such as marriage and family may prevent you from pursuing the career you wish.

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 2--SURVEY OF CAREER CHOICE: ACCIDENT OR PLANNED?

Directions: 1. Ask your parents, teachers, neighbors, relatives, etc., the following questions. Ask as many individuals as possible.

2. Tally the answers.

3. Share your information with the class.

		TOTAL	
		Yes	No
1.	Did you plan the career you have now?		
2.	Are you happy with the career you have?		
3.	Is there another career you would like to have?		
4.	If you could change careers at this point in your life, would you?		
5.	Would you have liked help in making career decisions when you were younger?		

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 3--SURVEY OF CAREER MOVES

Directions: 1. Ask your parents, teachers, neighbors, relatives, etc., the following questions.

2. Share your information with the class.

(**NOTE:** You should interview at least five different people.)

INTERVIEWEES' NAMES	How many times have you changed jobs?	What was the main reason for changing jobs?	Are you happy with the career you now have?	Did you receive any help in making your career decisions?	Would you have taken a course that taught you career decision-making steps, if it were offered?

UNIT IV

MAKING CAREER PLANS

INFORMATION SHEET 3--CAREER DECISION-MAKING STEPS

I. Know Yourself

A. Your interests

B. Your strengths and weaknesses

1. Your abilities

2. Your aptitudes

3. Your ability to cope with change

4. Your leadership traits

C. The lifestyle you wish to have

D. Your physical characteristics

EXAMPLE: Do you have a physical disability that would make it difficult for you to do specific tasks required of a career?

E. Your personality characteristics

1. Do you get along with most people?

2. Do you have a hard time holding your temper?

F. Ask yourself what you want out of work

1. The amount of money you wish to make

2. Whether prestige is important to you

3. Whether job security is important to you

4. The amount of leisure time you wish to have

5. The type of working conditions

II. List All the Careers You Think You Would Like to Have

(**NOTE:** Do not reject any careers at this point.)

III. Gather Occupational and Labor Market Information Concerning Careers That Interest You.

A. What are the educational requirements?

B. What are the training requirements?

C. What are the abilities and/or aptitudes required?

D. What are the physical requirements?

E. What are the personality requirements?

F. What are the working hours?

G. What is the salary range?

H. Is it a prestigious career?

I. What is the outlook for the career?

IV. Match What You Know About Yourself to the Information You Gathered About the Careers.

V. Choose the Career That Best Matches What You Know About Yourself and Act on Your Decision.

A. Set goals for reaching your career.

B. Make plans for reaching your goals.

C. Plan experiences that would help you determine if you made the right decision.

EXAMPLE: Shadowing, part-time employment, reading job-related publications, etc.

VI. Review Often and Modify Your Decision if Necessary.

A. As you experience new things, your interests may change.

B. Check the outlook of the career often; it could no longer exist by the time you are ready to enter it.

C. Those things important to you in a career could change as you grow older.

MAKING CAREER PLANS

ACTIVITY SHEET 4--FACTS ABOUT YOURSELF

Directions: List those things you know about yourself in the appropriate columns.

FACTS ABOUT YOURSELF				
Interests	Abilities	Aptitudes	Lifestyle Needs	Other facts about yourself that would affect career choice

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 5--LISTING POSSIBLE CAREERS

Directions: You've been investigating many career opportunities while taking this course. List 30 careers that you would be interested in pursuing.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 6---CLUSTERING CAREERS

Directions: The purpose of this activity is to give you insight into the career decision-making process. For example, if you listed two or more careers in Activity Sheet 5 that are within the same cluster, it could mean you will have an interest in other careers within the same cluster. In addition, listing careers within the same cluster can give you an idea of job-entry requirements.

1. If you had two or more careers that could be classified in the same cluster, use that cluster as a basis for listing eight other careers within the cluster and then rank them in order of preference.

2. If you did not list two careers within the same cluster, pick the career you listed that you would most like to pursue, find out in which cluster it would be classified, and then list nine additional careers within the cluster and rank them as instructed above.

CAREERS	RANKING
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Name the career cluster here. _____

4. Follow the directions listed above to determine your second career cluster choice.

CAREERS	RANKING
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Name your second career cluster choice.

MAKING CAREER PLANS

ACTIVITY SHEET 7---RESEARCHING CAREERS

Directions: List the top five careers from Activity Sheet 6 in the top columns, then fill in the information about the careers using available resources.

Careers	Outlook	Salary Range	Education/Training Requirements	Personal/Physical Requirements	Working Conditions and Hours	Rewards of Career

MAKING CAREER PLANS

ACTIVITY SHEET 8--MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF

Directions: You are now getting to a very important step in the career decision-making process. You must now match the information you gathered about the careers you would like to pursue to the information about yourself. To complete the chart, first list the five careers you are interested in and then answer the questions.

Career	Do I Possess the Intelligence and Motivation to Pursue the Education/Training Required?	Do I Possess the Physical Requirements?	Do I Possess the Personal Requirements?	Will the Salary Suit My Future Lifestyle?	Will the Working Conditions Suit My Desires?	Is the Outlook Ranked from Good-Excellent?

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 9--NARROWING YOUR PROSPECTS DOWN TO TWO CLUSTERS

Directions: Using the information you gained in Activity Sheet 8--Matching Careers to What You Know About Yourself:

1. Choose the two career clusters you feel contain the most careers that match what you know about yourself. Write these career cluster titles in the columns on the chart.

2. For each of the ten questions, place a check mark under the career cluster that rates the highest.

3. List the two highest rating careers (those with the most checkmarks) after completing the chart here:

1. Which career cluster best fits my ability level?
2. Which career cluster best fits my aptitudes?
3. Which career cluster has the education/training requirements that I would most likely be successful in?
4. Which career cluster has the education/training requirements that I most likely will be able to afford?
5. Which career cluster am I most interested in?
6. Which career cluster comes closest to allowing me to lead the lifestyle I wish?

CAREERS	

7. Which career cluster will provide me with theincome level I most desire?

8. Which career cluster has the best outlook?

9. Which career cluster comes closest to providing me with the type of working conditions I desire?

10. In which career cluster do I feel I will be happiest?

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 10--CHOOSING A CAREER CLUSTER AND SETTING GOALS

Directions: Whew! You are now at the most important step in the career decision-making process. Remember, choosing a career cluster at this point in your life does not mean you have to stick to it forever!

1. State the career cluster that contained the most careers you would like to pursue here.

_____

2. The career cluster containing the second highest number of careers that I am interested in pursuing is:

_____

3. Describe five short-range goals that will assist you in acquiring a career classified in your #1 career cluster.

   a.

   b.

   c.

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 11--A GUIDE FOR EVALUATING CAREER DECISIONS

Directions: One of the important things to remember about the career decision-making process is that both you and the world of work are most likely to change a great deal. That means that the decision you make now may not always be the one you want, nor the one that best makes use of your talents. The following checklist may be used at any point in your life when you want to make sure that your career decision is still

Answer the following statements by checking the "yes" column if you agree with the statement or the "no" column if you do not agree with the statement or if it does not apply to you.

		YES	NO
1.	I've been thinking about other careers a lot lately.		
2.	I will no longer be able to pursue the education/training needed to have the career I want.		
3.	The outlook for the career cluster I chose is no longer good.		
4.	I have experienced new things that have caused my interests to sway to another direction.		
5.	Something has happened in my life that could influence my chances for having the career I want. (Example: family, money, etc.)		

6. Those things that were important to me when I made my decision are no longer important. (Example: prestige, salary amounts, etc.)

7. The career cluster I chose has changed a great deal since I made my decision; I'm afraid that I will not like it as well.

8. I am no longer happy with my choice.

9. Friends, relatives, teachers, etc., have told me that my choice was not a good one.

10. If I checked "yes" to most of the above statements, is it cause for me to change my career choice?

    If so, you may want to go through the career decision-making process again.

UNIT IV

MAKING CAREER PLANS

UNIT TEST--PART 1

Directions: Match the following terms with their definitions by placing the correct letter in the blank at the left.

_____1.	Disability	a.	those things needed in a career, such as ability to get along well with others, an even temperament, ambition, appearance, emotional stability, etc.
_____2.	Motivation	b.	a strong desire, feeling, etc., that makes you want to do something
_____3.	Personal requirements	c.	the process of observing a worker at the work site to determine the actual job tasks performed
_____4.	Physical requirements	d.	the condition of not being able or fit to do something
_____5.	Shadowing	e.	those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.

UNIT IV

MAKING CAREER PLANS

UNIT TEST--PART 2

Directions: Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_____ 1. Most people leave career decisions to chance; therefore, they never are really happy with what they do for a living.

_____ 2. Most careers do not require education and/or training after high school.

_____ 3. Most educational and/or training programs require students to complete certain courses in high school before enrolling.

_____ 4. Setting career goals, now, can help you choose courses in high school that will help prepare you for your future.

_____ 5. Once you make a career decision you never have to do it again.

_____ 6. Everyone has a career that is perfect for him/her.

_____ 7. Change in both you and the world of work is certain.

_____ 8. Most people could be successful and happy in a number of different careers.

_____ 9. Career decisions may become unrealistic because of change in the job market.

_____10. Career decisions may become unrealistic because outside forces such as marriage and family may prevent you from pursuing the career you wish.

UNIT IV

MAKING CAREER PLANS

UNIT TEST--PART 3

A. Rank the following steps in the order that they need to be done in the career decision-making process.

_____a. List all the careers you have thought you would like to have.

_____b. Gather occupational and labor market information concerning careers that interest you.

_____c. Know yourself.

_____d. Review often and modify your decision if necessary.

_____e. Match what you know about yourself to the information you gathered about the careers.

_____f. Choose the career that <u>best</u> matches what you know about yourself and <u>act</u> on your decision.

B. Fill in the blanks by using the words listed below to complete the following statements.

plans	change	goals
remain the same	best	act

1. You should set _____ for reaching your career.

2. Those things important to you in a career could _____ as you grow older.

3. Choose the career that _____ matches what you know about yourself and _____ on your decision.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Achievement record--a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements

2. Credit--official recognition in a record; successful completion of a course (grade of 70 or above) during a semester will earn one-half credit

3. Curriculum--the course or plan of study in a school

4. Freshman orientation--the act performed, or event held, to make a student entering the ninth grade in high school familiar with the high school setting

   (**NOTE:** A review of requirements, policies, etc., is usually given at freshman orientation.)

5. Elective courses--those courses that you choose to take

6. Prerequisite--something that is needed before something else can happen or be done

   EXAMPLE: Before taking Algebra II, you must take Algebra I.

7. Required courses--those courses that must be taken to meet your school district's or the state's requirements for graduation

8. Semester--either of the two periods or terms of time that usually make up a school year

9. Transcript--a copy of your record in school showing the grades you received in your courses; required for admission to most colleges and universities

10. Unit--means the same as credit; one unit is equal to one credit

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 1--WORD FIND

Directions: Using the following terms, first complete the sentence and then locate the term in the word find.

Achievement	Credit
Curriculum	Orientation
Elective	Prerequisite
Required	Semester
Transcript	Unit

A B T I J L D B H Y W E C S P L M H N U C
M U O P F C Z U K C H F H W E C N K I S Y
F O C U R R I C U L U M D Y W O A D I B M
E B P K L E E G T H I J V Z D A C G T S J
W E R E B Q T Y R E I P J V T S H H I P V
T O E E V U W O I N B W Q I E N I X C I P
Q P R W C I N K L V S E M E S T E R P U Y
E S E R Y R B J O N I P F R E S V U O Z E
V U Q F U E H P C R D T L N U X E N P L S
S O U U W D D E O I I W U Y T L M E B I M
W I I E V B N I K D W E N O L P E V O L T
X C S S R I V N E O Q S N L R J N K L U W
S I I C W U Y R W O U E M T L K T J U M O
Q U T N X Y C O M K N A I Z A B S L O N J
W E E I T X J P L N I B V J D T W O L Q P
S T R A N S C R I P T W I H I D I P Y I N
E U B J O P D C F G H Y R S X H J O C Z T
R O D E L E C T I V E G U O V D V I N T C
F I N H J L E X F T B U I O P S X Z R G B
C U O L M V D W S Z C Y U P H N E C S W U

1. The course or plan of study in school is _____.

2. _____ courses are those courses that you choose to take.

3. Those courses that must be taken to meet your school district's or the state's requirements for graduation are _____courses.

4. The official recognition in a record; successful completion of a course (grade of 70 or above) during a semester will earn you one-half _____.

5. A(n) _____ record is a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements.

6. The act performed, or event held, to make a student entering the ninth grade in high school familiar with the high school setting is freshman _____.

7. A _____ is something that is needed before something else can happen or be done.

8. Either of the two periods or terms of time that usually make up a school year is called a _____.

9. _____ means the same thing as a credit.

10. A copy of your record in school showing the grades you received in your courses is called a _____.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

INFORMATION SHEET 2--LEARNING ABOUT HIGH SCHOOL REQUIREMENTS

I. Why You Need to Know What Courses Are Available in High School

A. You will soon have to make a tentative four-year schedule for high school.

1. You need to know what courses are required for graduation.

2. You need to know the required courses and electives available in your high school.

B. You need to choose courses that will help to prepare you for:

1. A career

2. Further education and/or training

II. The Three Types of High School Programs in Texas

A. General

1. Requires 21 credits for graduation

2. Courses that must be completed for graduation

a. English language arts--four units

(1) English I, II, III, or Correlated Language Arts I, II, III

(2) The fourth unit of English may be satisfied by English IV, English IV (academic), Correlated Language Arts IV, Introduction to Speech Communication Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business

Communications, Debate, Journalism, or concurrent enrollment in a college English course.

b. Mathematics--three units (if Algebra I has been satisfactorily completed in grade seven or eight, the student shall complete three additional units of mathematics in grades 9-12).

c. Science--two units

d. Social studies--two and one-half units

(1) World history studies or world geography studies--one unit

(2) United States history--one unit

(3) United States government--one-half unit

e. Economics, with emphasis on the free enterprise system and its benefits--one-half unit

f. Physical education--one and one-half units

(1) The school district board of trustees may allow students to substitute certain physical activities for the one and one-half required units of physical education. Such substitutions shall be based upon the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Reserve Officer Training Corps (ROTC); athletics; Dance I-IV; and two- or three-hour block vocational gainful employment units. To be eligible to substitute the listed physical activities, except athletics, for physical education, students shall achieve an acceptable score on the Texas Physical Fitness-Motor Ability Test provided by the Governor's Commission on Physical Fitness or the Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Test. The minimum score shall be established by the

Commissioner of Education and shall require students to demonstrate a level of physical fitness appropriate to their age and grade.

(2) Students may earn no more than two units of credit in physical education toward state graduation requirements.

(3) Districts shall classify students for physical education on the basis of health into one of the following:

(a) Unrestricted--not limited in activities

(b) Restricted--excludes the more vigorous activities

1) Permanent. A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

2) Temporary. Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

(c) Adapted and remedial--specific activities prescribed or prohibited for

students so classified as directed by a member of the healing arts licensed to practice in the State of Texas.

g. Health education--one-half unit

h. Electives--seven units. All electives shall be selected from the list of State Board of Education approved courses, grades 9-12.

3. A seal will be attached to your academic achievement record or transcript showing that you have completed the general high school program.

B. Advanced high school program

1. Requires 22 credits for graduation

2. You will receive the same type of diploma as the one given for graduation through the general high school program.

3. Your high school transcript, rather than your diploma, will list your accomplishments, achievements, and courses completed.

4. A seal will be attached to your transcript showing that you have completed the advanced high school program.

5. The courses that must be completed for an advanced high school program are:

   a. English language arts--four units. English I, II, III, and IV (academic). Journalism, Creative/Imaginative Writing, Debate, and Introduction to Speech Communication may substitute for English IV (academic).

   b. Mathematics--three units. Algebra I (if Algebra I has been satisfactorily completed in grade seven or eight, the student shall complete three additional units of mathematics in grades 9-12), Algebra II, Geometry, Pre-Calculus (Trigonometry and either Elementary Analysis or Analytic Geometry may be taken in lieu of Pre-Calculus), Computer Mathematics I and II, Probability and Statistics, Calculus Number Theory, Linear Algebra, Linear Programming, History of Mathematics, and Survey of Mathematics.

   c. Science--three units selected from Physical Science, Biology I, Biology II, Chemistry I, Chemistry II, Physics I, Physics II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management, or Physiology and Anatomy.

   d. Other languages--two units from the same language

   e. Social studies--two and one-half units as follows:

      (1) World history studies or world geography studies--one unit;

      (2) United States history--one unit; and

      (3) United States government--one-half unit

   f. Economics, with emphasis on the free enterprise system and its benefits--one-half unit

g. Physical education--one and one-half units

(1) The school district board of trustees may allow students to substitute certain physical activities for the one and one-half required units of physical education. Such substitutions shall be based upon the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Reserve Officer Training Corps (ROTC); athletics; Dance I-IV; and two- or three-hour block vocational gainful employment units. To be eligible to substitute the listed physical activities, except athletics, for physical education, students shall achieve an acceptable score on the Texas Physical Fitness-Motor Ability Test provided by the Governor's Commission on Physical Fitness or the Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Test. The minimum score shall be established by the Commissioner of Education and shall require students to demonstrate a level of physical fitness appropriate to their age and grade.

(2) Students may earn no more than two units of credit in physical education toward state graduation requirements.

h. Health education--one-half unit

i. Computer science--one unit selected from:

(1) Computer Mathematics I or II;

(2) Business Data Processing and Introduction to Computer Programming;

(3) Vocational Data Processing;

(4) Vocational Computer Programming;

(5) Business or Vocational Word Processing; and

(6) Computer Science I or II.

j. Fine Arts--one unit to be selected from the list of State Board of Education approved courses

k. Electives--three units. All electives shall be selected from the list of State Board of Education approved courses, grades 9-12.

C. Advanced high school program with honors

1. Requires 22 credits for graduation

2. Your transcript will reflect that you have completed honors courses.

3. Your transcript will have a seal attached that will reflect that you have completed the advanced high school program with honors.

4. The courses that are considered as honors level will be determined by your high school.

5. The courses will include a wider range and greater depth of subject matter than that of the regular courses.

(NOTE: **In addition to the state's requirements, your high school may have additional requirements.)**

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 2--HELPING GRUMBY'S STUDENTS PLAN FOR HIGH SCHOOL

Directions: Grumby is a very small town--so small that there are only ten students who will graduate in 1995 from Grumby High School. Mr. Grimshaw, Grumby High School principal, needs all the help he can get. He and the teachers of Grumby High School have tried and tried to explain the importance of planning for high school and the new graduation requirements to these ten students--with no luck. Mr. Grimshaw feels that if students from across the state could express their views to these students, maybe, just maybe, it would finally sink in. Mr. Grimshaw is not picky. He will take your help in any way. Mr. Grimshaw provided a list of ways you could help. You choose the way that you feel will best explain the high school graduation requirements to these students.

AREAS TO COVER

Grumby High School students need to know:

1. Why planning their high school programs is important.
2. The three programs of study.
3. The number of credits required for each program of study.
4. The definition of the terms *credit* and *unit*.
5. The major differences among the three programs of study.

WAYS YOU CAN PROVIDE THE ABOVE INFORMATION

1. A tape recording
2. A letter to the 1995 graduating class of Grumby High School

3. A handbook (illustrated of course--Grumby's students are a little slow)

Remember: **Explain the information in such a way that even Grumby High School students will understand.**

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

INFORMATION SHEET 3--LEARN WHAT IS OFFERED IN YOUR HIGH SCHOOL

I. How to Find What Courses Are Available to You in Your High School

A. Determine if your high school has a handbook with a listing of the courses offered and an explanation of what is covered in the courses.

B. Talk to your school counselor to discover the courses available to you in your high school.

C. Talk to the high school teachers to determine what is taught in their classes.

D. Determine if your high school has a freshman orientation--if so, attend!

E. Talk to students in the high school; they can often tell you what is taught in the classes and whether they feel it is worthwhile to take the courses.

II. If So Many Courses Are Required, Why Worry About What Courses to Take?

A. If you choose the general high school program, you will have seven electives you must select.

B. If you choose the advanced high school program, you will have three electives you must select.

C. The electives you choose should help prepare you for:

1. Further education and/or training.

2. Your future career.

D. You have several different courses from which to choose to satisfy a required course such as English, math, and science.

EXAMPLE: The three units of science required for the high school program can be selected from Physical Science, Biology I, Biology II, Chemistry I, Chemistry II, Physics I, Physics II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management, or Physiology and Anatomy.

E. Most school districts cannot offer all of the courses that can be used to fulfill this requirement; therefore, you need to know what courses are available in your high school.

F. Many courses have prerequisites.

EXAMPLE: You must have completed a course in typing prior to taking a course in word processing.

1. Prerequisites are necessary so that you can have background information and knowledge before entering the course.

2. Prerequisites save time donated to instruction of subject matter that could have been given earlier in the school curriculum.

3. Prerequisites allow instruction to be devoted to more important information.

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 3--DISCOVERING HIGH SCHOOL PROGRAMS

Directions: Several individuals in your high school can provide valuable information concerning the courses available in your high school. Through presentations and follow-up questioning, you can gain information about high school activities and programs. Below is a list of questions that would help you in learning more about high school programs.

1. What courses are offered to satisfy the required courses for graduation?

2. What electives are available in the high school?

3. Are there any requirements above what is required by the state?

4. Can you tell me what is covered in (<u>name of a course you are interested in</u>)?

5. What organizations can I join and what are their purposes?

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 4--PREREQUISITES CAN MAKE A DIFFERENCE!

Directions: Some courses require that you have certain knowledge or skills prior to enrolling in them. These courses, therefore, have **prerequisites**. Using resources available to you, such as a high school handbook, resource persons, etc., determine those courses having prerequisites.

(**NOTE:** If your school district has several, list only those courses you are interested in taking.)

1. In the first column, identify the course name that has a prerequisite.

2. In the second column, identify the prerequisite.

Course	**Prerequisite**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

UNIT V

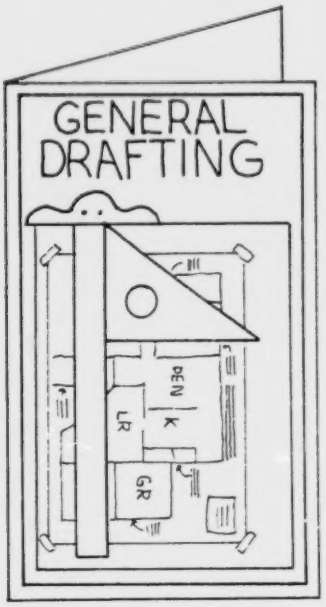
EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 5--RESEARCHING HIGH SCHOOL CURRICULUM

Directions: Using resource materials related to high school courses, design a brochure that will "sell" other students on a course in your high school. The brochure should include at least the following information:

1. Name of the class or course
2. Description of the course
3. Type of training received (if a vocational course)
4. Prerequisites and requirements
5. Listing of education/training or career in which the course would be of benefit.

Be sure to use your imagination in decorating your brochures!



UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

UNIT TEST--PART 1

Directions: Answer the following questions by circling the letter beside the correct answer.

1. A listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments and achievements is a(an):

   a. achievement record.
   b. credit.
   c. curriculum.
   d. diploma.

2. The course or plan of study in a school is a:

   a. curriculum.
   b. freshman orientation.
   c. semester.
   d. unit.

3. The act performed, or event held, to make a student entering the ninth grade in high school familiar with the high school setting is often called:

   a. elective courses.
   b. freshman orientation.
   c. prerequisite.
   d. semester.

4. Official recognition in a record; successful completion of a course (grade of 70 or above) during a semester will earn you one-half:

   a. credit.
   b. credit or unit.
   c. curriculum.
   d. transcript.

5. Those courses you choose to take are:

   a. credits.
   b. elective courses.
   c. required courses.
   d. semesters.

6. Something that is needed before something else can happen or be done is a(an):

   a. credit.
   b. prerequisite.
   c. transcript.
   d. unit.

7. Those courses that must be taken to meet your school district's or state's requirements for graduation are:

   a. credits.
   b. elective courses.
   c. required courses.
   d. units.

8. This word means the same as the word credit:

   a. curriculum
   b. semester
   c. transcript
   d. unit

9. A copy of your record in school showing the grades you received in your courses; required for admission into most colleges and universities is a(an):

   a. achievement record.
   b. diploma.
   c. required course.
   d. transcript.

10. Either of the two periods or terms of time that usually make up a school year is known as a:

a. credit.
b. quarter.
c. semester.
d. term.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

UNIT TEST--PART 2

Directions: Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. One reason you need to know what courses are available to you in high school is that you will soon have to make a tentative four-year high school schedule.

_____ 2. The three types of high school programs are: general, academic, and academic with honors.

_____ 3. Your diploma will list your accomplishments, achievements, and courses completed.

_____ 4. You must complete 21 credits for graduation through the general high school program.

_____ 5. The advanced high school program requires you to complete 21 credits also.

_____ 6. A seal will be attached to your transcript to show what type of program you completed in high school.

_____ 7. The physical education requirement of one and one-half units can be met by completing other courses that the school board of trustees name and by completing a physical fitness test.

_____ 8. You must complete two units of foreign language for the advanced high school program.

_____ 9. The advanced high school program with honors requires 23 credits for graduation.

_____10. The courses you take within the advanced high school program with honors have a greater depth of subject matter than that of the regular courses.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

UNIT TEST--PART 3

A. Place a "✓" next to the best sources that can be used to help you find out what courses are available in high school.

_____1. A handbook listing courses offered and an explanation of the information covered in the courses

_____2. Your school counselor

_____3. An ex-student of your high school who graduated five years ago

_____4. Teachers in your high school

_____5. Attending a freshman orientation

B. Fill in the blanks of the following sentences using one of the following words:

required	three	prerequisites	eight	electives
career	different	education/training	seven	five

1. If you choose the general high school program, you have _____ electives.

2. If you choose the academic high school program, you have _____ electives.

3. You have several _____ courses to choose from to satisfy the required courses such as English, math, and science.

4. Many courses have _____, which must be completed before other courses may be taken.

5. You should choose electives that will help prepare you for further _____ and your future _____.

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Admission--the act of entering
2. Freshman--a student in the ninth grade of high school
3. Junior--a student in the eleventh grade of high school
4. Senior--a student in the last year of high school
5. Sophomore--a student in the tenth grade of high school

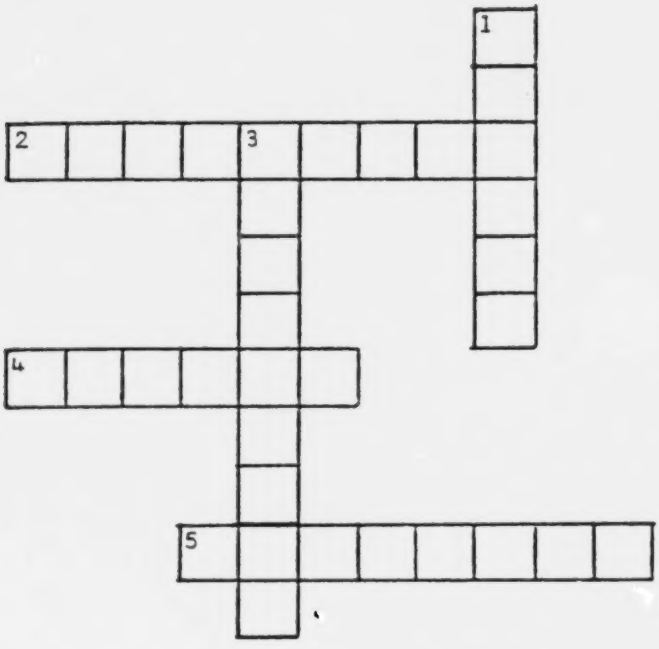
UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 1--SCHEDULING TERMS PUZZLE

Directions: Use each of the following terms to complete the puzzle below:

admission
freshman
junior
senior
sophomore



ACROSS

2. The act of entering

4. A student in the eleventh grade of high school

5. A student in the ninth grade of high school

DOWN

1. A student in the last year of high school

3. A student in the tenth grade of high school

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

INFORMATION SHEET 2--MAKING A TENTATIVE FOUR-YEAR SCHEDULE

I. Reasons for Making a Tentative Four-Year High School Schedule

A. You will make certain that you have the needed number of credits for graduation.

B. You can choose courses that will help prepare you for your future.

1. Your education and/or training

2. Your career

C. Some colleges and universities have strict admission requirements.

1. If you have an idea of what college or university you would like to attend, find out what the admission requirements are.

2. Plan your schedule so that you will meet these requirements.

II. Points to Remember

A. You will be given a chance every year to make changes in your schedule.

(**NOTE:** Usually only with the approval of your counselor.)

B. You must take at least two and one-half units of credit each semester in grades 9-12.

(**NOTE:** In most cases, this means you must take at least five classes each semester.)

C. No more than two units of credit in physical education may be earned toward graduation requirements.

D. A grade of 70 is the lowest you can make to pass a course and be awarded credit.

E. Certain physical activities can substitute for the one and one-half credits of physical education required for graduation.

(**NOTE:** Check with your school counselor if you are interested in this!)

F. If you wish to pursue the advanced program of study, the other language requirement must be met by taking two courses of the same language.

III. Steps to Completing a Four-Year Schedule

A. First, ask yourself what you want to do after high school.

1. What career do you wish to have?

2. What education and/or training must you receive?

3. Do you plan to attend a college or university?

B. Based on your decisions, decide which program of study would best prepare you for your future.

C. Find out how many credits are required for your program of study.

D. Determine the required courses.

E. Determine the number of credits to be used by required courses.

F. Decide how many credits are left; this is the number that will be used for electives.

G. Choose electives that will help prepare you for your future.

H. Determine the courses offered each year of your four years in high school.

(**EXAMPLE:** Some courses are for juniors and seniors only.)

I. Determine the prerequisites of the courses.

(**EXAMPLE:** English I must be taken before English II.)

J. Fill in your required courses.

(**NOTE:** As many required courses as possible should be completed during your freshman, sophomore, and junior years.)

K. Fill in your electives.

L. Make sure your credits for the required courses and electives equal the required credits for graduation.

M. Make sure your credits equal the required credits for your program of study.

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 2--CAN YOU PLAY THE HIGH SCHOOL GAME?

STEP 1

What program of study do you wish to complete in high school?

_____

STEP 2

How many credits do you need for graduation with the program of study stated in step 1?

STEP 3

How many credits of required courses do you need to graduate?

If you answered academic or academic with honors in step 1, go to step 4A.

STEP 4

How many credits do you need in these specific areas if you answered general in step 1:

ENGLISH	_____
MATHEMATICS	_____
SCIENCE	_____
SOCIAL STUDIES	_____
ECONOMICS	_____
HEALTH EDUCATION	_____
P.E. (OR ALTERNATIVE)	_____
TOTAL	_____

If the total equals the answer for step 3, go to step 5.

STEP 4A

How many credits do you need in these specific areas if you answered academic, or academic with honors in step 1.

ENGLISH	_____
MATHEMATICS	_____
SCIENCE	_____
OTHER LANGUAGES	_____
SOCIAL STUDIES	_____
ECONOMICS	_____
HEALTH	_____
COMPUTER SCIENCE	_____
FINE ARTS	_____
P.E.	_____
TOTAL	_____

STEP 5

What is the minimum number of elective credits you need to graduate?

STEP 6

List the electives you would like to take and the number of credits you will receive:

ELECTIVES	CREDITS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL CREDITS	_____

STEP 7

If the total for #6 is equal to or more than #5, go to step 8.

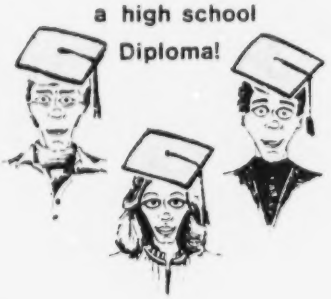
STEP 8

Is the total for step 4 or 4A and step 6 equal or more than step 2?

YES _____ **NO** _____

IF THE ANSWER TO #8 IS

Yes...you win a high school Diploma!



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UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 3--FINDING PREREQUISITES FOR REQUIRED COURSES

Directions: Of the required courses listed below, list any prerequisites.

COURSES	PREREQUISITES
English I	
English II	
English III	
English IV	
Mathematics	
Science	
Social Studies:	
World History	
United States History	
United States Government	
Economics	
Physical Education or alternative	
Health Education	
Additional courses required for academic program of study:	
Other Language	
Computer Science	
Fine Arts	

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 4--FINDING PREREQUISITES FOR ELECTIVE COURSES

Directions: 1. List the electives you would like to take in high school.

2. List any prerequisites these courses have.

ELECTIVES	PREREQUISITES

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 5--MAKING A ROUGH DRAFT OF YOUR HIGH SCHOOOL SCHEDULE

Directions: Using all available information, complete a rough draft of your tentative high school schedule. First, list all required courses that can be completed during each year of high school, and then list all electives. Write the letter R to the left of the course if it is required and E if it is an elective. To the right of the course, list the number of credits you will receive.

FRESHMAN YEAR

E or R	Course Title	Credits
_____	1._____	_____
_____	2._____	_____
_____	3._____	_____
_____	4._____	_____
_____	5._____	_____
_____	6._____	_____
_____	7._____	_____

Total required credits _____
Total elective credits _____

Alternate Course: Credit

_____ _____

SOPHOMORE YEAR

E or R	Course Title	Credits
_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____
_____	5. _____	_____
_____	6. _____	_____
_____	7. _____	_____

Total required credits _____
Total elective credits _____

Alternate Course: _____ Credit _____

JUNIOR YEAR

E or R	Course Title	Credits
_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____
_____	5. _____	_____
_____	6. _____	_____
_____	7. _____	_____

Total required credits _____
Total elective credits _____

Alternate Course: _____ Credit _____

SENIOR YEAR

E or R	Course Title	Credits
_____	1._____	_____
_____	2._____	_____
_____	3._____	_____
_____	4._____	_____
_____	5._____	_____
_____	6._____	_____
_____	7._____	_____

Total required credits _____
Total elective credits _____

Alternate Course: Credit

_____ _____

Total required credits _____
Total elective credits _____

Grand Total _____

(Add required and elective credits for all four years.)

THINGS TO DOUBLE-CHECK

YES	NO		
____	____	1.	Are all required courses listed for your program of study?
____	____	2.	Have you listed all electives required in your program of study?
____	____	3.	Have you entered the requirements of social studies: world history or world geography, one unit; United States history, one unit; United States government, one-half unit.
____	____	4.	Are your courses listed in the order in which they may be completed?
____	____	5.	Have you listed courses that are prerequisites for others?
____	____	6.	Do your total credits match what is required for graduation?

PARENT'S INPUT

I have read this ACTIVITY SHEET and agree with my son's/daughter's tentative schedule for high school. I understand that my son/daughter will be asked to complete another for formal registration into high school.

Parent's signature:_____Date:_____

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 6--YOU HAVE SOMETHING TO BE PROUD OF!

Directions: Completing a four-year schedule is no easy task! You've done it! Copy your rough draft of your high school schedule below:

FOUR YEAR HIGH SCHOOL SCHEDULE

9TH GRADE
19__ TO 19__

ALTERNATE

11TH GRADE
19__ TO 19__

ALTERNATE

10TH GRADE
19__ TO 19__

ALTERNATE

12TH GRADE
19__ TO 19__

ALTERNATE

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

UNIT TEST--PART 1

Directions: Match the following terms and definitions by placing the correct number in the blank at the left.

_____ 1.	Admission	a.	a student in the last year of high school
_____ 2.	Freshman	b.	a student in the tenth grade of high school
_____ 3.	Junior	c.	the act of entering
_____ 4.	Senior	d.	a student in the ninth grade of high school
_____ 5.	Sophomore	e.	a student in the eleventh grade of high school

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. One reason for making a tentative four-year schedule is that you will know you have the needed number of credits for graduation.

_____ 2. Choosing courses that will prepare you for your future is not important.

_____ 3. Most colleges and universities have admission requirements.

_____ 4. A chance will be given for you to make changes to your schedule; that is, you are not "stuck" with taking the classes you say you want now.

_____ 5. Two and one-half units of credit must be taken each semester in grades 9-12.

_____ 6. High school schedules should be planned to meet the admission requirements of the college or university that you desire to enter.

_____ 7. A grade of 60 is the lowest you can make to pass a course for credit.

_____ 8. Certain physical activities can substitute for the one and one-half credits of physical education.

_____ 9. The other language requirement of the advanced program can be met by taking two <u>different</u> language courses.

_____ 10. No more than <u>three</u> units of credit in physical education may be earned toward graduation.

B. The following represents a reduced version of the steps that must be completed in designing a four-year schedule. Rank the following steps in the order they must be completed.

_____ a. Decide how many credits are left; this is the number that may be used for electives.

_____ b. Fill in your electives.

_____ c. Find out how many credits will be used by required courses.

_____ d. Find out what the required courses are.

_____ e. Choose electives.

_____ f. Decide what program of study best fits your needs or desires.

_____ g. Ask yourself what you want to do after high school.

_____ h. Find out how many credits are required for your program of study.

_____ i. Make sure your credits add up to the total amount required for graduation.

_____ j. Make sure your credits add up to the total amount required for your program of study.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Adult education--courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general educational backgrounds

2. Apprenticeship--formal training program that often combines classroom instruction with full-time work in a trade or craft

3. Business, trade, and technical schools--training provided by these schools focuses on specialized jobs; job placement services are often part of the program

   EXAMPLE: Computer technician; welder

4. Community, junior, and technical colleges--two-year colleges offering a wide variety of programs leading to specialized training

   EXAMPLE: Auto mechanic, medical assistant

5. Correspondence schools--additional training and/or education is obtained by completing lessons at home instead of in a classroom

6. Entrepreneurship--the organizing, managing, and operating of a small business by an individual

7. Four-year colleges and universities--offer four-year programs resulting in preparation for specific jobs; the bachelor's degree (the lowest degree given by most four-year universities) is awarded upon completing specified courses

   EXAMPLE: Teacher, accountant

8. Graduate or professional schools--completion of four years of college is required for enrollment; graduates receive master's and doctoral degrees upon completion of a specified number of courses; professional schools offer preparation and training as doctors, lawyers, etc.

9. Inventory--the record of the amount of products or goods you have on hand

10. Military training--provided by branches of the military; the trainee is paid while receiving classroom and/or on-the-job training

    EXAMPLE: Aircraft mechanic, heavy equipment operator

11. On-the-job training--training for jobs that require short periods of training is received while working for someone who knows the job well; the trainee is paid while the training occurs

    EXAMPLE: Salesperson, factory machine operator

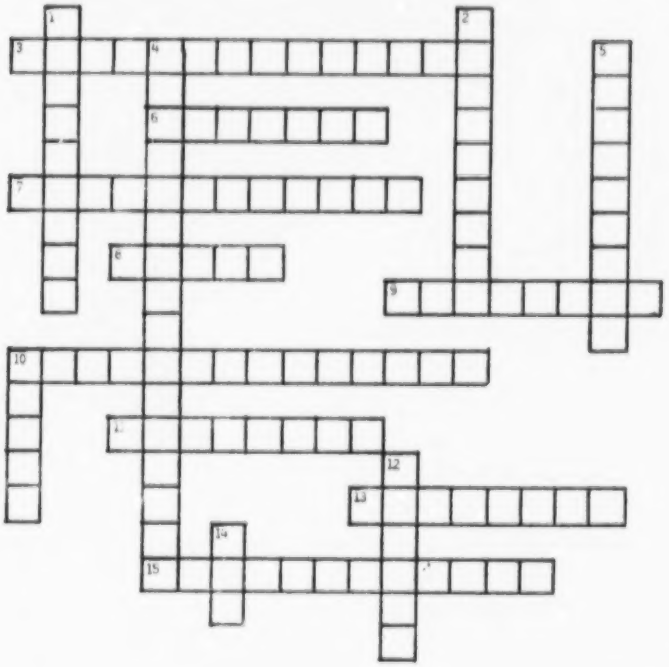
12. Tuition--money paid to a school, college, or agency for classes taken

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 1--EDUCATIONAL/TRAINING ALTERNATIVES PUZZLE

Directions: Using the terms and definitions given in Information Sheet 1, complete the crossword puzzle below.



ACROSS

3. Training and/or education obtained by completing lessons at home

6. Money paid to a school, college, or agency for classes taken

DOWN

1. Name for a two-year college which might train an auto mechanic

2. A name for one of the two -year colleges which provide specialized training

7. Four-year colleges or _____ give a bachelor's degree upon graduation

8. Business, _____ , and technical schools often provide job placement

9. _____ training is provided by branches of the military

10. A formal training program that combines classroom instruction with full-time work

11. Upon graduation from the school, students receive a master's or doctoral degree

13. These schools, along with trade and technical schools, provide specialized training

15. _____ schools offer preparation and training for doctors, lawyers, etc.

4. Organizing, managing, and operating a small business by an individual

5. The record of the amount of products or goods you have on hand

10. _____ education courses are offered to broaden general education background and work skills

12. One of the names for two-year colleges

14. On-the-____training--training for jobs that require short periods of training is received while working with someone who knows the job well

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 2--WHAT DO YOU DO AFTER HIGH SCHOOL?

I. Why You Need to Know What Your Options Are

A. There are many options available to you after high school.

B. Knowing what your options are will:

1. Save you time.

2. Save you money.

C. Knowing what you options are will help you choose the program that will best prepare you for the career that you wish to pursue.

D. Having more education/training in a field will usually qualify you for a higher level occupation.

II. Your Options Are:

A. Receiving more education

1. Four-year colleges and universities

2. Graduate and professional schools

B. Learning a skill/trade

1. Enroll in a community, junior, or technical college

2. Enroll in a correspondence school

3. Enroll in a business, trade, or technical school

C. Learning a skill while you get paid

1. Enroll in an apprenticeship program
2. Receive military training
3. Take part in on-the-job training

D. Broadening your experiences

1. Take adult education courses
2. Attend seminars and workshops that interest you

E. Starting your own business (entrepreneurship)

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 2--INTERVIEWING FOR ALTERNATIVES

Directions: Through the use of an interview, obtain information on one educational/training alternative that interests you. After interviewing one (or more) person who has completed the same education/training, be prepared to give a three-minute report using the information you gained.

(**NOTE:** Include in your report the name of the person(s) you interviewed and his/her career.)

QUESTIONS YOU MIGHT WISH TO ASK:

1. How long did it take to complete the education/training?
2. How did you get started in the educational/training program?
3. Were any skills required prior to entering the training/educational program?
4. Whom did you contact for information?
5. Can you give the names of other people who have completed this education/training?
6. How much did the education/training cost?
7. How has the education/training helped you in your career?
8. Would you recommend this type of education/training to others?

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 3--CASE STUDY

Directions: Divide the class into five groups. Using the case studies below and resources in the classroom, have each group discuss an educational/training plan that would fit the case study.

CASE STUDY #1 Jerry Moore is a senior at Hillcrest High School. He is interested in becoming an auto mechanic. What type of educational/training program should Jerry plan?

CASE STUDY #2 Sherry Jacobs is a junior at Ridgemont High School. She is interested in becoming an accountant. What type of educational/training program should Sherry plan?

CASE STUDY #3 Daniel Evans is a junior at Highlight High School. He is interested in becoming a computer programmer. What type of educational/training program should Daniel plan?

CASE STUDY #4 Beverly Harris is a senior at Uptown High School. She is interested in becoming a newspaper journalist. What type of educational/training program should Beverly plan?

CASE STUDY #5 Aaron Lane is a junior at Riverdale High School. He is interested in becoming a dentist. What type of educational/training program should Aaron plan?

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 4--RESOURCES AND CAREERS

Directions: Select a career that interests you. Using the resource materials available to you, answer the following questions and list the resource and page number you used.

1. What skill or skills are required to qualify for the career?

2. What type of education/training would you need in order to obtain those skills?

3. What educational/training alternative would provide you with that training? (If more than one educational/training alternative is available, pick the one you feel best meets your needs).

4. What are the requirements for entering the educational/training program?

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 5--WHAT ARE THE FACTS?

Directions: Using reference materials available to you, answer the questions below for each of the careers listed.

Be prepared to discuss your findings.

1. How many years of training are required for each of the following careers in the health field?

2. What is the estimated yearly earnings you would receive if employed in the career?

CAREER	YEARS OF TRAINING	YEARLY INCOME
Dentist	_____	_____
Dental hygienist	_____	_____
Veterinarian	_____	_____
Registered nurse	_____	_____
Physical therapist	_____	_____
Dietician	_____	_____
Pharmacist	_____	_____
Physician	_____	_____
Medical laboratory worker	_____	_____
Optometrist	_____	_____

YOUR EVALUATION

Based on the above findings, answer the following question.

Would a worker with more education and experience qualify for a higher level occupation within a career field?

Give two examples from the above findings to support your answer.

_____

_____

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 3--EXPLORING EDUCATIONAL ALTERNATIVES

I. Adult Education

A. Courses are offered by colleges, school systems, the YMCA/YWCA, and other agencies.

B. Courses are often offered in the evening or on Saturday.

C. These courses can add to or improve work skills and, in addition, broaden general educational backgrounds.

D. The courses are usually inexpensive.

E. Subjects taught range from bookkeeping to upholstering to current events.

II. Apprenticeships

A. An apprenticeship is a training program that combines classroom instruction with full-time training in a trade or craft.

B. Most programs can be completed in two to four years.

C. The number of openings is limited.

D. Most apprentices work a 40-hour week and take classes two nights a week.

E. Common examples of workers trained through apprenticeship programs include:

1. Bricklayers

2. Carpenters

3. Plumbers

4. Electricians

III. Business, Trade, and Technical Schools

A. Training usually consists of instruction in job tasks of specialized jobs.

EXAMPLE: Secretarial schools, computer technician schools

B. Job placement services are often part of the program.

C. The length of training varies from several weeks to two years.

D. Examples of careers for which this training will prepare you include:

1. Secretary

2. Bookkeeper

3. Welder

4. Cosmetologist

5. Computer programmer

IV. Community, Junior, and Technical Colleges

A. Two-year colleges typically offer a wide variety of programs, including specialized training.

B. Programs last from one month to two years.

C. Programs can lead directly to employment.

D. Transfer programs are offered which allow students to go on to a four-year college.

E. Costs vary greatly from no tuition, small charges, and high tuition costs (particularly private colleges).

F. Programs are offered to train (among others):

1. Auto mechanics
2. Computer programmers
3. Commercial artists
4. Dental hygienists
5. Medical assistants
6. Nurses
7. Interior decorators
8. Engineering technologists

V. Correspondence

A. Study lessons are mailed to students and completed at home instead of in a classroom.

B. Some students complete high school graduation requirements or build their job skills through correspondence study.

C. Learning by mail may require completing a reading assignment and then writing answers to a series of questions, preparing and submitting a project, and completing tests.

D. College credit may be granted for some correspondence courses. (A test taken at the training site is often required before credit is granted for correspondence studies.)

E. Many correspondence students work full time.

F. Job skills that can be learned by correspondence include (among others):

1. Bookkeeping

2. TV/radio repair

3. Drafting

VI. Four-Year Colleges and Universities

A. Many programs offered by four-year colleges and universities prepare students for specific jobs.

B. Some colleges offer cooperative programs, in such areas as engineering and business administration, that allow students to alternate semesters of coursework with paid work experience in their areas of study.

C. The cost of an education from a four-year college or university varies greatly.

(**NOTE:** Colleges and universities supported by the state are usually less expensive than private schools.)

D. Training is offered in areas such as:

1. Teaching

2. Engineering

3. Accounting

4. Home economics

5. Chemistry

VII. Graduate and Professional Schools

A. You must first complete four years of college in order to be admitted to graduate school.

B. Some professional schools will admit students after their junior year of college.

C. Examples of careers for which graduate schools offer courses for training are:

1. Sociologists
2. Geologists
3. Mathematicians
4. Physicists
5. Counselors

D. Examples of careers for which professional schools offer courses include:

1. Lawyers
2. Designers
3. Dentists
4. Veterinarians
5. Medical doctors

VIII. Military Training

A. There are 1,500 different jobs for which branches of the military offer training. Many of these are similar to jobs available in civilian life.

B. Training may include on-the-job training and classroom study, or both.

C. Military trainees are paid during training.

D. Examples of careers for which the military prepares workers:

1. Aircraft mechanic
2. Heavy equipment operator
3. Dental technician

4. Computer programmer

5. Psychiatric aide

IX. On-the-Job Training

A. On-the-job training is often provided for jobs that require short training periods.

B. Trainees are paid while they learn.

C. The employer decides who will be eligible.

D. The job is taught by someone who knows the job well.

E. Jobs that require from three weeks to several months to learn may make use of on-the-job training.

F. Examples of jobs that may be learned by this method are:

1. Factory machine operator

2. Nursery worker

3. Store manager

4. Shoe repairer

5. Salesperson

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 6--MATCHING EDUCATIONAL/TRAINING ALTERNATIVES WITH CAREERS

Directions: Match the career to the type of training that would be best suited to the career.

(**NOTE:** Some careers may be matched with more than one type of training.)

Be prepared to discuss why you think the career would require that training.

	TRAINING		CAREER
____ 1.	Adult Education	a.	Teacher
____ 2.	Apprenticeship	b.	Bookkeeper
____ 3.	Business, trade, and technical schools	c.	Welder
		d.	Computer programmer
____ 4.	Community, junior, and technical colleges	e.	Nurse
____ 5.	Correspondence	f.	Bricklayer
____ 6.	Entrepreneurship	g.	TV/radio repairer
____ 7.	Four-year colleges and universities	h.	Shoe repairer
		i.	Small business owner
____ 8.	Graduate and professional schools	j.	Dentist
____ 9.	Military training		
____10.	On-the-job training		

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 7--CAREERS AND TRAINING

Directions: For each educational/training alternative shown below, list five possible careers that most likely will require the education/training for entry into the career.

A. Apprenticeship

1.
2.
3.
4.
5.

B. On-the-job training universities

1.
2.
3.
4.
5.

C. Business, trade, and technical school

1.
2.
3.
4.
5.

E. Military training

1.
2.
3.
4.
5.

F. Four-year college and

1.
2.
3.
4.
5.

G. Correspondence

1.
2.
3.
4.
5.

D. Community, junior, and technical colleges

1.
2.
3.
4.
5.

H. Graduate and professional schools

1.
2.
3.
4.
5.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 8--PLANNING FOR SUCCESS

Directions: List five careers in which you have an interest. How many years of training would you be willing to take in order to work in that career?

After you have listed the careers and decided the number of years you would be willing to spend in training, go to the resource materials available to you and write down the actual number of years of training required in order to do the job.

		Number of Years Training	
		You	Actual
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

HOW CLOSE WERE YOU?

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 4--ENTREPRENEURSHIP

I. What Is Entrepreneurship?

The organizing, managing, and operating of a small business.

II. Who Should Start a Business?

A. Personality traits

1. Need for achievement
2. Need for independence
3. Self-confidence
4. High level of activity
5. Courage, curiosity, and creativity

B. Someone who wants to control his/her own destiny and has a great need for independence.

III. Why Should You Start a Company?

A. It might be a way to make more money than you could if you worked for someone else.

B. It would give you the chance to do something different.

1. You could use your own ideas.
2. You could be recognized as a professional.
3. You might learn to accept the outcome of your own actions.

C. You might like being your own boss.

1. You would have to answer only to yourself.

2. You could set your own hours.

D. It would give you the chance to discover if you have the ability to do something on your own.

E. It would allow you to help society by providing new services.

IV. What Should You Know Before You Start a New Business?

A. You should know something about the business.

B. You need to know the amount of money or capital it will take to start your business.

C. You should be aware of the importance of a good business location.

D. You will need to have a way to manage your inventory.

E. You should not invest too much of your money in a way that it cannot be quickly changed to cash.

F. You will need to have good credit policies.

G. You will need to limit the amount of money that you take out of the business.

H. You must carefully make plans for expanding your business.

V. There Are Steps You Must Take In Starting a New Business.

A. Establish a checking account with a commercial bank.

B. Decide if you need a business partner.

C. Draw up a partnership agreement if you have a partner.

D. Obtain a business loan if needed.

E. Study the regulations that apply to the type of business you wish to start:

1. Federal regulations

a. Wages

b. Health laws

c. Fair trade

2. State regulations

a. Licenses

b. Permits

3. County or city regulations

a. Zoning

b. Inspection requirements

c. Permits

d. Licenses

F. Obtain insurance to cover your business.

G. Obtain information about taxes.

H. Set up a record-keeping system.

I. Decide if you will need to hire employees.

1. Set up employment policies.

2. Decide on skills required.

J. Inform the public about your business by advertising.

VI. What Are the Risks Involved?

A. There will be financial risk.

1. In most cases, you will have to invest all of your personal savings.

2. Over 70 percent of all bankruptcies in business involve businesses with less than $100,000 in liabilities.

B. There will be a risk of failure.

1. Fifty percent of all new businesses fail within the first two years of operation.

2. Seventy percent of all new businesses fail within five years.

C. There may be a risk to your career.

1. If you are currently employed in one occupation, you will, at some point, quit your job to start a business.

2. If your business does not succeed, it may be difficult to return to your old job.

D. There may be personal risk.

1. You must spend time away from your family.

2. You will have less time for social activities.

VII. What Kind of Rewards Can You Expect?

A. If your business is a success, you may be able to make more money than you could have working for someone else.

B. It is a way to feel good about yourself from having used your own talents and having been a success doing it.

VIII. What Kind of Business Should You Start?

A. You may want a business that provides a service.

EXAMPLES:
1. Automobile Repair
2. Dry Cleaning
3. Grocery
4. Cleaning
5. Computer Service

B. You may want a business that produces a product.

EXAMPLES:
1. Clothing
2. Custom Jewelry
3. Home Furnishings
4. Bakery

IX. Starting Your Own Business May Not Be as Difficult as You Might Think.

A. You do not need to know everything yourself.

B. Professionals are ready to help you in areas you may not know enough about.

C. The United States has many ways to distribute products.

D. Many companies are willing to design packaging and market your product the way you want.

E. Conditions are good for starting a new business.

1. People with skills are available to help you.

2. Many people are not satisfied with big business.

3. People change jobs often.

4. People are willing to move in order to find work.

5. Many people will work for a share of your business instead of being paid wages.

(**NOTE:** John Naisbitt states in his book *Megatrends* that, "today, we are creating new companies in this country at the rate of more than 600,000 a year.")

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 9--STARTING YOUR OWN BUSINESS

Directions: Have you ever considered having your own business? Do you think it would be easier or more difficult working for someone else? This activity will help you experience both the good and bad points of being an entrepreneur. First, consider your classmates as your business partners. Can you and your partners think of a product that can be sold in your school, or perhaps a service you and your partners can provide for others? If so, you are on the right track to starting your own business and being an entrepreneur! By the way, below is a list of steps to follow for small business success. You should realize, however, that if you were starting an actual business, there would be many more steps to follow.

****STEPS FOR SMALL BUSINESS SUCCESS****

1. Decide what type of product or service you will sell.

2. Decide approximately how many people you expect will buy your product or want the service you are willing to provide.

3. Decide, if you are selling a product, whether you will make it or buy it from another company.

4. Decide what supplies will be needed to start your business.

5. Decide how much money will be needed to start your business.

6. Decide where you will get the money needed to start your business.

7. Figure the amount you will charge for your product or service in order to make a profit.

8. Decide when and where you will sell your product or provide your service.

9. Make sure that both the time and place you are selling your product or providing your service are convenient for others.

10. Agree on the name of your business.

11. Plan how you will advertise.

12. Decide how and who will keep track of the books (inventory, money paid out, money taken in, etc.).

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 10--AM I AN ENTREPRENEUR?

Directions: Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____I do things on my own. Nobody has to tell me to get going.

_____If someone gets me started, I keep going all right.

_____Easy does it. I don't put myself out until I have to.

How do you feel about other people?

_____I like people. I can get along with just about anybody.

_____I have plenty of friends--I don't need anyone else.

_____Most people bother me.

Can you lead others?

_____I can get most people to go along when I start something.

_____I can give orders if someone tells me what we should do.

_____I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

_____I like to take charge of things and see them through.

_____I'll take over if I have to, but I'd rather someone else be responsible.

_____There's always some eager beaver around waiting to show how smart he/she is. I say, "Let 'em."

How good an organizer are you?

_____I like to have a plan before I start. I'm usually the one to get things lined up when friends want to do something.

_____I do all right unless things get fouled up. Then I disappear.

_____I get ready and then something comes along and stops the plan. So, I just take things as they come.

How good a worker are you?

_____I can keep going as long as I am needed. I don't mind working for something I want.

_____I'll work hard for a while, but when I've had enough, that's it!

_____I can't see that hard work gets me anywhere.

Can you make decisions?

_____I can make up my mind in a hurry if necessary. It usually turns out OK, too.

_____I can, if I have plenty of time. If I have to make up my mind fast, I think later that I should have decided the other way.

_____I don't like to be the one who has to decide things. I'd probably ruin it.

Can people trust what you say?

_____Yes, they can. I don't say things I don't mean.

_____I try to be honest most of the time, but sometimes I just say what is easiest.

_____What does it matter if the other person doesn't know the difference.

Can you stick with it?

_____If I make up my mind to do something, I don't let anything stop me.

_____I usually finish what I start--if it doesn't get fouled up.

_____If it doesn't go well right away, I stop. Why beat my brains out?

How good is your health?

_____I never run down!

_____I have enough energy for most things I want to do.

_____I run out of energy sooner than most of my friends seem to.

Now count the checks you made.

_____How many checks are beside the first answer to each question?

_____How many checks are beside the second answer to each question?

_____How many checks are beside the third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points in which you are weak. If many checks are beside the third answer, not even a good partner could make your business a success.

Source: *The High School Student in the Working World- A Handbook for Counselors*. Texas Education Agency, Austin, Texas, July, 1981.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 1

Directions: Match the terms to their definitions by placing the correct letter in the space at the right.

a.	Adult education	_____ 1.	offer four-year programs resulting in preparation for specific jobs
b.	Apprenticeship		
c.	Business, trade, and technical schools	_____ 2.	money paid to a school, college, or agency for classes taken
d.	Community, junior, and technical colleges		
e.	Correspondence	_____ 3.	courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general education backgrounds
f.	Entrepreneurship		
g.	Four-year colleges and universities		
h.	Graduate school		
i.	Inventory	_____ 4.	graduates receive master's and doctoral degrees upon completion of a specified number of courses
j.	Military training		
k.	On-the-job training		
l.	Tuition		

_____ 5. the trainee is paid while receiving classroom and/or on-the-job training; provided by branches of the military

_____ 6. additional training and/or education is obtained by completing lessons at home

_____ 7. two-year colleges that offer a wide variety of programs leading to specialized training

_____ 8. the record of the amount of products or goods you have on hand

_____ 9. good for jobs that require short periods of training; you work with someone who knows the job well

_____10. organizing, managing, and operating a small business by an individual

_____11. school that provides training for specialized jobs

_____12. formal training program that combines classroom instruction with full-time work in a trade or craft

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 2

Directions: Read each of the questions carefully. Answer each question based on the information you have learned about educational/training alternatives. Think about what you want to say before you start writing.

1. Give one reason why it is important for you to know what your educational/training alternatives are.

2. Name two of the options you have in planning your educational/training program.

   A.

   B.

3. List two careers in which you are interested. Identify the education/training that would best prepare you for these careers.

   A.

   B.

4. Will having more education/training in a field usually qualify you for a higher level career?

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 3

Complete the statements below by selecting the best answer and writing the letter in the blank.

_____ 1. Adult education courses are offered by:

a. colleges, school systems, the YMCA/YWCA, and other agencies.
b. colleges and universities only.
c. professional organizations only.
d. all of the above.

_____ 2. Adult education courses are usually offered:

a. evenings or Saturdays.
b. in the summer.
c. mornings.
d. Tuesdays.

_____ 3. Adult education courses are:

a. for low-income families only.
b. for the wealthy only.
c. often expensive.
d. usually inexpensive.

_____ 4. Apprenticeships combine classroom instruction with:

a. home study.
b. full-time work in a trade or craft.
c. military training.
d. part-time work in an area.

_____ 5. Workers trained through apprenticeship programs include:

a. bricklayers.
b. doctors.
c. nurses.
d. secretaries.

_____ 6. Openings for apprenticeship programs are:

a. easy to find.
b. limited.
c. unavailable.
d. unlimited.

_____ 7. Business, trade, and technical schools train students for careers in:

a. art.
b. bookkeeping.
c. nursing.
d. science.

_____ 8. The length of training in business, trade, and technical schools:

a. is always two years.
b. never exceeds six months.
c. takes four years.
d. varies from several weeks to two years.

_____ 9. The cost at community, junior, and technical colleges:

a. is always expensive.
b. is always inexpensive.
c. is the same at all institutions.
d. varies among institutions.

_____10. Programs offered at community, junior, and technical colleges include:

a. computer programming.
b. interior decorating.
c. nursing.
d. all of the above

_____11. Correspondence courses are completed:

a. at four-year colleges and universities.
b. at home by mail.
c. at local community colleges.
d. on-the-job.

_____12. Courses taken by correspondence include:

a. drafting.
b. farming.
c. nursing.
d. all of the above.

_____13. Four-year colleges and universities train students for careers in:

a. accounting.
b. chemistry.
c. teaching.
d. all of the above.

_____14. Cost at four-year colleges and universities:

a. is always set by the state.
b. is expensive.
c. never changes.
d. varies greatly.

_____15. Graduate schools offer courses which prepare students for careers as:

a. counselors.
b. lawyers.
c. secretaries.
d. welders.

_____16. Professional schools offer courses which prepare students for careers as:

a. accountants.
b. medical doctors.
c. secretaries.
d. welders.

_____17. Military training prepares those enlisted for jobs such as:

a. aircraft mechanics.
b. barbers.
c. counselors.
d. ministers.

_____18. Training you receive in the military will:

a. be limited to one or two areas.
b. prepare you for all civilian jobs.
c. prepare you for careers with the military only.
d. prepare you for many civilian jobs.

_____19. On-the-job trainees:

a. are not paid.
b. are paid while they learn.
c. complete written assignments at home.
d. learn on their own.

_____20. On-the-job training prepares workers for careers as:

a. factory machine operators.
b. nursery workers.
c. store managers.
d. all of the above.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 4

Directions: Answer the following statements by placing a T for True or an F for False in the space at the left.

_____ 1. One of the personality traits an entrepreneur needs is self-confidence.

_____ 2. Entrepreneurs have little need to control their own destiny.

_____ 3. As an entrepreneur, you can use your own ideas.

_____ 4. Learning to accept the outcome of your actions is the by-product of being an entrepreneur.

_____ 5. Location has little to do with the success of a business.

_____ 6. Establishing good credit policies is important in operating a business.

_____ 7. If the business is yours, you can spend all the money you want out of the business account.

_____ 8. There are no government regulations for new businesses.

_____ 9. If you hire employees, it is important to set up employment policies.

_____10. If you and your partner are good friends, there is no need to set up a partnership agreement.

_____11. In most cases, you will have to invest all of your personal savings in starting a new business.

_____12. Twenty-five percent of all new businesses fail within the first two years of operation.

_____13. There is little risk involved in starting a new business.

_____14. The only reward you will have if your business is a success is the money you make.

_____15. There are many types of businesses--some provide services; others produce products.

_____16. It is important that you know everything about the business before you start it.

_____17. Professionals are ready to help you in areas you may not know about.

_____18. You will have to do all your package designing and marketing yourself.

_____19. Currently, conditions are good for starting a new business.

_____20. Many people are not satisfied with big businesses.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights act is found, the findings are reported to the Officer for Civil Rights, Department of Health, Education, and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin. sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.